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ABSTRACT

This collection of conference proceedings focuses on the outreach projects of the Handicapped Children's Early Education Program (HCEEP). The goals of these projects are (1) to stimulate quality services to preschool handicapped children, their families and teachers, and (2) to develop effective outreach models. Each of the five key objectives of the conference is outlined in the Preface. Chapter I examines the current status and future directions of the outreach projects. Chapter II reviews outreach dissemination models in terms of conceptual bases, assumptions, principles and procedures. (The four models discussed are the SKI*HI, the Early Recognition Intervention Network (ERIN); the Macomb 0-3 Regional Project; and the High/Scope Cognitively Oriented Preschool Curriculum.) Chapter III focuses on the provision of technical assistance to outreach directors and presents a summary of conference discussions in the areas of target selection, materials development and distribution, training, and model fidelity. Chapter IV provides information on improving coordination among outreach projects and state education agencies. The final chapter, Chapter V, describes the results of reviewing and revising the indicators of impact for HCEEP outreach activities. Appendices include a list of conference participants and a list of State Directors of Special Education, Preschool Incentive Grant Directors and Coordinators, and HCEEP State Implementation Grant Directors and Coordinators. (Author/JA)

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Proceedings of the

1980 HCEEP Outreach Project Directors' Conference

OUTREACH

Disseminating Programs • Coordinating Efforts • Documenting Impact

PS012258

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Preface

Change is the only predictable variable in the development and support of innovative programs. In order to facilitate change for the improvement and refinement of innovative programs, it is important to consider key areas of activity at critical times. One such area for consideration is the Handicapped Children's Early Education Program (HCEEP) outreach effort. Outreach has been funded since the early 1970s, and a variety of materials, products, and programs have been developed over the years.

The HCEEP Outreach Directors' Conference was held at the Sheraton Hotel in Reston, Virginia, September 10-12, 1980 to discuss and plan future directions for outreach. The conference had five key objectives:

1. To examine the current status and future information needs of outreach.
2. To review outreach/dissemination models in terms of conceptual bases, assumptions, principles and procedures.
3. To provide technical assistance to project directors in selected areas.
4. To provide information to improve coordination among outreach projects and other critical target audiences.
5. To review, discuss and revise the indicators of impact for FY 1979 and FY 1980 outreach project efforts.

This document includes information related to each of these objectives. Hopefully, this information will be of assistance to a variety of persons interested in outreach/dissemination efforts. The document is divided into five major sections and includes two appendices. The five major sections are: I. Overview and Future Directions; II. Outreach Models; III. Technical Assistance; IV. Coordination; and V. Revised Indicators of Impact for HCEEP Outreach Activities. Appendix A contains a list of conference participants. Appendix B provides a list of State Directors of Special Education, Preschool Incentive Grant Directors/Coordinators, and HCEEP State Implementation Grant Directors/Coordinators.

William W. Swan
Washington, D. C.
1981

1 Outreach: Overview and Future Directions

Outreach: Overview and Future Directions

William W. Swan
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Support for the Handicapped Children's Early Education Program (HCEEP) outreach projects was initiated in the early 1970s. There were then, and there are now, two goals for all outreach activities:

- First, outreach projects are expected to stimulate increased high quality services to preschool handicapped children and their families and teachers. The purpose of outreach is not only to conduct outreach activities; these activities must result in target audiences providing increased high quality services.
- Second, effective outreach models must be developed. Historically, this goal has been a lower priority. Consequently, while projects have made systematic plans for implementing their efforts, most have not developed written statements of their outreach models which include conceptual bases, assumptions, principles and procedures.

Over the years, outreach projects have had significant impact, in spite of the very limited formal technical assistance available to them and the limited information on dissemination/implementation of new services in education. Individual outreach projects have made significant strides in stimulating services, in coordinating with other agencies, in documenting impact, and in developing outreach models. Coordination of efforts *across* outreach projects, however, has generally been the exception rather than the rule.

In an attempt to achieve cross-project coordination, outreach activities and results were analyzed in a joint professional meeting of outreach project directors and Office of Special Education (OSE) staff at the 1977 Outreach Project Directors' Conference. These analyses included examination of each outreach project's objectives, activities, and outputs. In addition, technical assistance was provided to each project director by evaluation consultants and by other outreach project directors. Resulting from the conference was a proceedings document[1] including papers on three major topics. First, there was an overview statement of parameters relating to the first goal of outreach. This statement, based on a marketing model, emphasized that the final goal of

[1]Swan, W. W. (Ed.). *HCEEP outreach: Selected readings.* Washington, D. C.: Thomas Buffington and Associates, Inc., 1978. (ERIC ED 175 224; EC 120 259)

outreach is to assist others in actually serving preschool handicapped children and their families (see Figure 1). Second, a descriptive statement of the six outreach activity areas (awareness, product development/distribution, stimulating high quality programs, stimulating state involvement, training and other specific consultative assistance) was developed with considerations for mutual exclusiveness and exhaustiveness (see Figure 1). Third, two outreach models were described and references to the dissemination literature were provided.

This joint professional effort helped the projects refine their programs to more effectively meet their goals and objectives. While each outreach project had as its focus the two major goals of outreach, each project was unique in its demonstration model, target audiences and outreach activities. The differences among projects allowed outreach and dissemination to be considered from a variety of perspectives. The 1977 conference provided an opportunity for both outreach projects and OSE staff to share this type of information and to record it in the form of the proceedings document.

But the time has come for additional refinement of outreach efforts and information sharing. There are three reasons for this decision. First, the HCEEP has been funded for eleven years and it is important to continue to demonstrate a wise and effective use of the dollars invested in outreach efforts in order to continue the positive impact of the program. Outreach projects must continue to refine their efforts to maximize their effectiveness. This refinement occurs not only by the development and use of written materials but also by discussions with other outreach project directors and consultants in the field of dissemination. Second, it is essential that OSE discretionary programs (e.g., HCEEP) coordinate with and support the implementation of P.L. 94-142 (The Education for All Handicapped Children Act). To achieve this goal, there must be increased emphasis on and dissemination of model components which have particular relationships to the law. Third, both outreach projects and OSE staff are responsible for communication with others concerning outreach efforts. Outreach projects must share information on what has proven effective in their endeavors. While some of this information has been shared previously, it is important to do so in a more systematic manner. Increased communication and coordination with State Education Agencies (SEAs) and other state-level organizations, federal agencies and other relevant target audiences must be included as integral parts of the continued refinement of HCEEP outreach.

Future Directions

There are four major areas in which outreach must grow: outreach models, outreach procedures, coordination and impact indicators.

Outreach Models

Some outreach projects are using existing outreach or dissemination models and some have developed their own models. In either case, however, additional effort is needed to document the conceptual bases, assumptions, principles and procedures of these models. In order to compete successfully for outreach

funds, applicants must provide certain details on their outreach approaches, such as criteria for selection of replication sites, overall strategies for providing outreach assistance and expected results of outreach activities. Although this minimal information is useful in conducting outreach activities, it is not sufficient to implement a maximally effective outreach effort.

Outreach projects have been very successful in stimulating increased high quality services to handicapped preschoolers and their families. This success is due, in significant part, to the ongoing leadership provided by the project directors. It is important that the original demonstration project director has often continued to operate the outreach project or has remained closely affiliated with the project in its outreach phase. Also, one of the primary components for HCEEP demonstration projects is a strong evaluation system. These points, considered together, provide a continuity for outreach that is based on a systematic progression from demonstration model development through evaluation and dissemination.

It is apparent that these successful outreach endeavors are not the result of chance occurrences but of careful planning. It is also apparent that much of the information on a particular model's conceptual bases, assumptions, principles and procedures has been maintained within the project informally, by "word of mouth," because of low staff attrition. Project staff have been so involved in providing and improving their outreach efforts that often they have not recognized the need to share this type of information in a more formal manner with others. Outreach projects have also had only limited information sharing with each other through personal communication, the annual project directors' meetings, and other occasional meetings. Projects have not been encouraged to document their outreach models as they were required to do for their demonstration models. And, while the demonstration models have an accepted and defined role in the development of programs for children, the development of outreach models has been a relatively new endeavor without such clearly defined relationships. In fact, while HCEEP and early childhood education for the handicapped are considered to be relatively new areas (since 1969), the field of dissemination in education is even newer, based on such programs as Title IV-C and National Diffusion Network activities.

Although outreach has been a difficult area to pursue, the project directors and their staffs have demonstrated extensive expertise in conducting their programs. We must capitalize on this success. Outreach model development needs to be documented in written form; such documentation will assume increasing importance as outreach and dissemination efforts continue to be refined. Carefully documented outreach models will not only increase the impact of individual outreach efforts in terms of "knowing where one is going" but also will help communicate to others the effectiveness of the outreach program.

Outreach Procedures

Integrally related to outreach models are outreach procedures. For instance, when does one use a face-to-face presentation for awareness efforts and when is

written material or a mediated presentation more effective? Should a training strategy include both on-site visits to the original demonstration site by the replication site staff and visits by the outreach staff to the replication site? These types of procedural questions relate to the conceptual bases and other areas of outreach model development. They also relate to the projected impact a project may have on a given site. There are a variety of areas in which additional information about outreach procedures can and should be gathered, including specification of target selection criteria, training, development and distribution of materials, and assessment of replication site fidelity to the demonstration model.

Outreach project directors and their staffs are valuable sources of information on outreach procedures. Upon reviewing outreach projects' experiences, it is apparent that projects face many similar difficulties and have often experienced similar successes. These experiences are generally not detailed in written form because of the increased staff time needed to share such information with others. But, unless this type of information is shared, at least orally, the outreach program as a whole will not benefit. It is important, then, to make sure that outreach projects have the opportunity to share information with each other in specific procedural areas and to discuss ideas for new procedures that will enhance project effectiveness.

Coordination

A third area to be considered for future directions is coordination. Mutual presentations at conferences, the sharing of dissemination plans, and a schedule of joint workshops and training programs—when and where appropriate—can do much to further the efforts of those interested in early education for the handicapped. Providing examples of coordination among outreach projects may positively influence the coordination of agencies at the state and local levels.

Geographical coordination. Based on an initial mapping of outreach projects and their sites (see maps, pages 6-9), it is apparent that several outreach projects operate in the same geographic areas with a variety of sites (some projects having multiple sites in the same city) without being aware of each other or their respective sites. It is critically important for outreach projects to coordinate their efforts to provide for maximum stimulation of services to preschool handicapped children and their families in these areas. An example of this type of coordination would be joint presentation of topics to local administrators in areas with more than one outreach program, thus avoiding the negative types of competition that may develop without such coordinated efforts.

Contacts with state directors. A coordination area of critical significance is outreach project contacts with the state directors of special education and their staffs in the area of early childhood (see Appendix B for a list of these directors). Outreach staff must be aware of a target state's plans for implementing P.L. 94-142 and a state's goals in the area of early childhood education, and they must help their site(s) in that state achieve those goals. It is important that each outreach project contact the state director(s)/consultant(s) in whose state(s)

their project is operating. The states' responses to these types of contacts have been very positive, and outreach projects should establish, continue and/or expand such relationships with the state directors and staffs. For example, a project director might visit a state director to discuss ways in which the outreach project can be of assistance. This type of contact can often be coordinated with a visit to a replication site. Such discussions and offers of assistance will foster strong linkages with the state not only for the outreach project but also for the sites with which the outreach project is working. Many outreach projects are already working very effectively with state directors and their staffs to increase and strengthen efforts in the area of early education for the handicapped. Such effective contacts can also be made with other state-level agencies as appropriate in given states.

Provision of outreach to states with limited services. Another significant area of coordination is the provision of more outreach assistance to states that presently receive only limited assistance. Several states fall into this category, perhaps because they have not requested assistance. But this scarcity of services may also be due to the fact that outreach projects have not targeted enough resources to a given state. Not all states house outreach projects—only 49 projects are funded in this fiscal year—so it is and will continue to be important to distribute outreach assistance across the nation on an equitable basis.

Establishing agency linkages. Still another significant area of coordination for the future is establishing and maintaining links with agencies such as the National Association of State Directors of Special Education, Regional Resource Centers, and the Center for Exceptional Children Clearinghouse for Early Childhood, all of whom are working, at least in part, in the area of early education for the handicapped. There may be additional agencies providing avenues for outreach dissemination that have not yet been considered as a part of a project's coordination efforts.

Production of written materials. While the most effective means of coordination is always face-to-face contact, the development and/or distribution of written materials to assist others in becoming aware of project efforts is also critical. This is another outreach coordination area targeted for future growth.

In sum, based on current fiscal situations at all levels of government, it is and will continue to be important to demonstrate that coordination efforts are being undertaken in the most cost-effective manner, especially in the area of federal discretionary programs. Critical examinations of programs to assure that the dollars are being wisely allocated for achieving intended impacts at the state and local levels will surely increase in coming years.

Impact Indicators

One of the major results of the 1977 Outreach Project Directors' Conference was the development of sample indicators of impact for each of the six outreach activities. These sample indicators of impact (see Figure 2) were designed to provide a potpourri of measures which could be used to document the results of an outreach project's efforts. The information gathered from the sample

Outreach Projects—Replication Sites 1979-80

Western United States

Outreach Projects—Replication Sites 1979-80

Eastern United States

Outreach Projects—Replication Sites 1980-81

Western United States

Outreach Projects—Replication Sites 1980-81

Eastern United States

indicators has been the basis of several federal reports on outreach impacts, including executive summaries of program impact prepared for OSE staff and managers. These impact indicators have been of assistance to outreach projects as well as to national program staff. It now seems appropriate to revise and consolidate those indicators which seem most relevant and meaningful both to individual outreach projects and to national program staff as they attempt to document the impact of outreach nationwide.

There are several reasons for emphasizing the collection of reliable and valid data through a set of updated impact indicators. First, collecting data that are relevant to an individual outreach project's objectives can provide internal evaluation of project efforts (i.e., "Did we do what we said we would do?"). Thus, it is important that indicators of impact be a logical result of project efforts. It is also important to consider that outreach projects may use different sets of indicators to demonstrate their impact. As noted earlier, while each project focuses its efforts around the two major goals of outreach, each project does so uniquely. Project directors have consistently reported that some indicators have meaning for them and some do not.

Second, the provision of reliable and valid data can support communication not only among outreach projects but also between outreach projects and other groups. Assuming that the data from the impact indicators are reliable and valid, these data can be aggregated across projects to provide an overall picture of the impact of the HCEEP outreach program. This type of aggregate information is critical to certain audiences (such as policymakers at the local, state and national levels) and, due to dissemination constraints, often may be the only information that can be shared with such groups.

The first year the indicators were used (1977-1978), a summary statement of the impact of outreach was developed. This summary statement contained 40 pages of narrative and tabular information. Executive summaries of this draft report were shared with selected OSE managers to document the impact of the outreach program. As a result of the analyses for the 1977-1978 report, it was determined that a minimum of 25,000 preschool handicapped children and their families had received increased high quality direct services that year due to the efforts of the 64 outreach projects operating at that time. These facts were supplemented with additional data indicating that perhaps as many as five times that number of children and families had received some improved services as a result of materials distributed or general training sessions conducted by outreach projects. While this indirect information is very difficult to document, it provides a very valuable perspective on the overall impact of our outreach efforts.

Third, impact indicators must be reviewed periodically to achieve uniform definition of terms across projects. It has been difficult when gathering impact information to achieve uniform definitions. For example, how do we define a "replication site"? The definition provided: "utilization of at least the services to children/services to parents component(s) of the demonstration model" is relatively precise. But it is still not clear enough; for instance, how do projects report the existence of three classrooms within a given public school system? Do

they consider the classrooms as three sites or as one site with three classrooms? While the overall documentation of numbers of preschool handicapped children and their families served would be consistent in either case, the current definition is not clear on this point. A related problem concerns indicators that have meaning for only a limited number of projects, such as "the initiation of a CEC chapter." Unless indicators are meaningful to a significant number of projects, they should not be used for data summaries. It has become apparent that outreach projects use a "core" of the indicators to communicate with one another and perhaps this is the set which should be considered in more depth.

Fourth, reliable and valid indicators of impact can be used to produce more detailed statements of the cost-benefits of outreach, thereby enhancing the utilization of limited resources. Again, the basic unit for such benefits is the handicapped preschooler and the family. It is important to demonstrate that a given activity has significant impact on this unit and, in fact, has more impact than alternative activities. Such cost-benefit questions might include: How much impact will result from a personal presentation versus a film, a tape, or printed materials? What is the purpose of implementing a particular awareness effort? How much money does a project spend on product development and distribution efforts? Regarding stimulating new sites, how many face-to-face contacts (and for what duration) are necessary to implement a given model? Do any projects have sites pay for any part of the assistance that they receive? What are the most cost-effective means of examining training efforts?

Thus, there are very important reasons to provide the most reliable and most valid indicators of impact that are available for outreach activities. When the original set of impact indicators was developed in 1977, the strategy was to implement those indicators, use them for a couple of years, and then consider revisions that would improve the reliability and validity of the data both within and across outreach projects. It is therefore critical at this time to revise the indicators of impact by eliminating some, reworking others and adding new ones.

Summary

Often outreach projects view themselves as change agents, convincing others to initiate new services to preschool handicapped children and their families and teachers. Periodically, however, it is important for each of us to consider ourselves as the targets for change—implementing innovative changes in our own change-agent efforts. While it may be difficult to switch roles, even for a short period of time, it is critical to our continuing improvement.

Much has been accomplished by the Handicapped Children's Early Education Program during the past eleven years. And a significant number of these accomplishments have been achieved by projects with outreach support. However, there is always a critical time for growth, and at this time growth needs to occur in the refinement of the outreach effort in four primary areas of

outreach: models, procedures, coordination and impact indicators. By examining our strengths and weaknesses and by developing improved ways to achieve the outreach goals, the projects and the people who staff them can be more effective in assisting others to meet the needs of handicapped preschoolers and their families and in assisting those in the area of dissemination to move the field forward.

FIGURE 1
Overview of Outreach Activities Paradigm

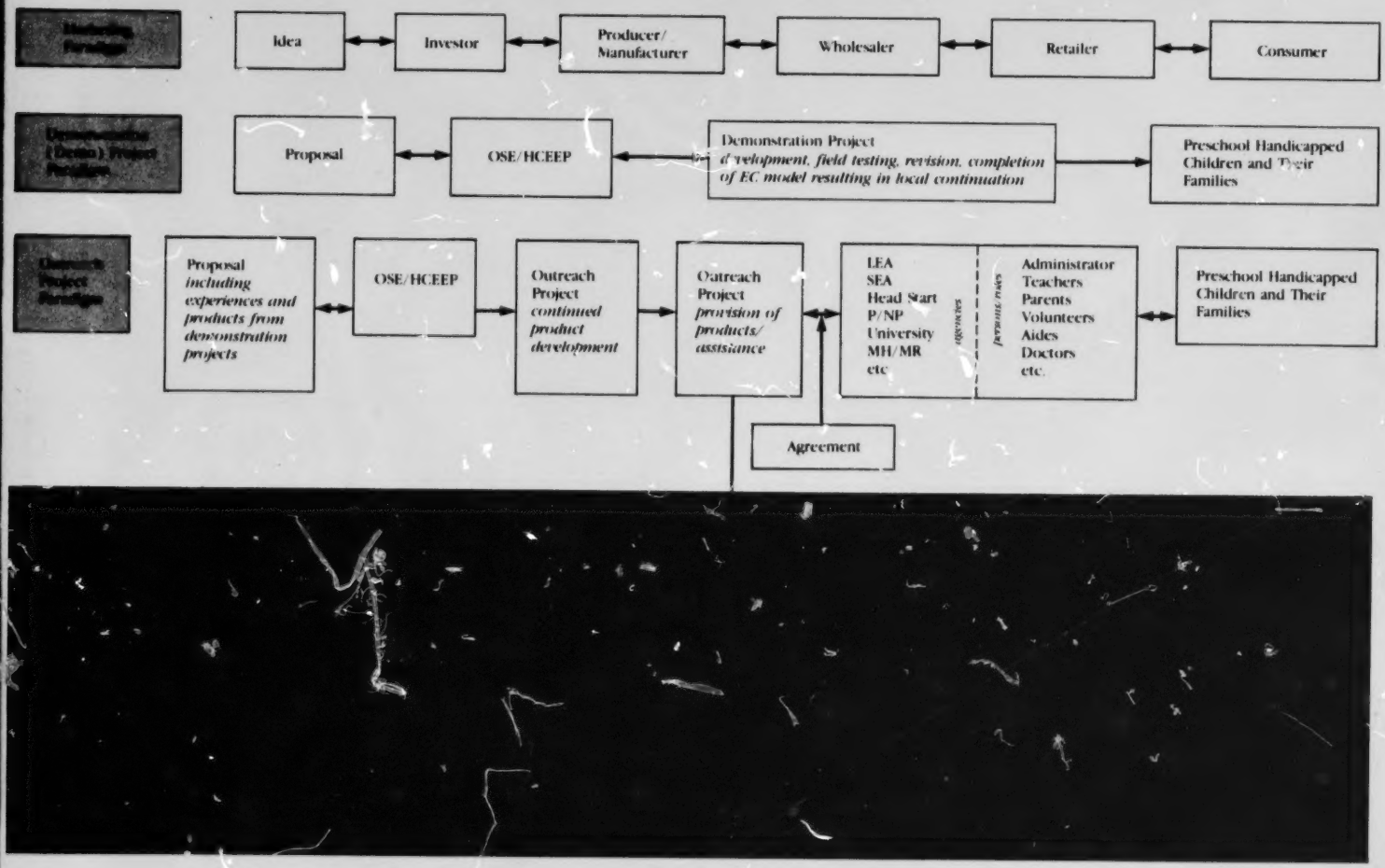


FIGURE 2
Overview of Outreach Activities and Sample Indicators of Impact [1]

Awareness

Sample Activities	Sample Indicators of Impact
Advertising/promotional: • mass mailings • journal articles • convention/conference presentations • university seminars • public media • newsletters • exhibits • materials dissemination	Number of persons requesting additional materials/information by phone/letter
	Number of new CEC Chapters established (and number of members) by location
	Number of persons requesting site visits and/or visiting demonstration site
Demonstration	Number of contacts resulting in • state involvement/coordination activities • training
Conferences/workshops—discrete	

Product Development/Distribution

Sample Activities	Sample Indicators of Impact
Materials revisions	Number of items reproduced by third parties and distributed to others by such third parties
Field testing	Number of items evaluated by other agencies/groups and subsequently included in "approved" lists
New materials development	Number of children receiving new/improved services via use of selected materials items or components of model
Distribution of materials	Number of items for which copyright has been obtained and publisher prints and distributes item
Publications	
Handbooks	
Curriculum guides	

Stimulating Sites

Sample Activities	Sample Indicators of Impact
Program planning: • needs assessment • budget/funding sources • staff selection • physical facility • proposal writing	Changes in organization (personnel/responsibilities of new staff) as a result of using model components
	Changes in organizational procedures as a result of using model components
	Descriptive information for each site (include continuation-demonstration site) • tables 1A, 1B, 1C, 1D (for continuation) • name of contact person, complete address of site, phone numbers • number of preschool handicapped children (and their families) served by handicap by age: *amount and source(s) of funding; number of staff (and type of staff) allocated to site for particular use of model; number of classrooms; model components utilized with/without adaptation; child progress data based on use of services to children component* • number of second generation sites
Staff training: • preservice and inservice • in-depth and continuing	
Evaluation and feedback	

[1] *HCEEP Outreach: Selected Readings*, 1978, pp. 134-140.

FIGURE 2
(Continued)

Training

Sample Activities	Sample Indicators of Impact
Short-term workshop/training; practicum-internship experiences	Identification of university training programs which incorporate part(s) of model into coursework • number credit hours, course title and number • number students taking course • established practicum-internship sites
Working with university training programs (in cooperation with university personnel)	Number of handicapped children served by number of persons reaching criterion training
	Amount and source(s) funding provided by others to support training experiences
	Identification of universities granting degrees in early childhood based on outreach efforts
	Participant satisfaction; test performance; pre/post observation of performance; [illegible]ns; simulations

State Involvement/Coordination

Sample Activities	Sample Indicators of Impact
Communications networks (e.g., referrals)	Early Childhood State Plan (development, draft, final copy, implementation) • assist with state guidelines for early childhood new or revising licensure/certification standards for early childhood positions • assist in developing or amending state legislation for early childhood (written, introduced, passed, implemented)
Linking sources together	New positions/structure for early childhood within SEA
Legislation development assistance	SEA-approved and fiscal support of early childhood programs • additional or reallocated teacher/aide units • Part D funding for early childhood training efforts • IV C, VI B, funding from SEA or other funding from other agencies in cooperation with SEA
Early childhood state plans	Establish or revise SEA funding priorities to focus on early childhood
Consortia	Referral networks/communication networks
Advisory board participation	New CEC chapters
Policy formulation	Handbook of early childhood (topics such as screening, etc.) published and distributed by SEA
	New programs stimulated (amount and sources) of funding, number children served (see "Stimulating Sites")
	Coordinated plan for HCEEP Consortium to focus efforts and avoid duplication of efforts

FIGURE 2
(Continued)

Other Specific Consultative Assistance

Sample Activities	Sample Indicators of Impact
Support services	Number of programs stimulated using other models (see "Stimulating Sites")
Consultation in general	Contracting for consultative services
Outreach assistance in general	Related projects funded (e.g., research)
	New SEA position for early childhood
	Increased efficiency in services (new schedules, travel guidelines, increased number of children served)
	More children receiving more accurate screening/diagnostic procedures and subsequent direct services
	Greater interagency coordination
	Changes in pupil/staff ratios
	Proposals written and funded
	Cost-benefits considerations/analysis

2 Outreach Models

While all outreach projects must specify an outreach approach, some outreach projects have developed written statements of their approaches in terms of conceptual bases, assumptions, principles and procedures. This section contains four examples of models which meet these criteria. First, Tom Clark describes the SKI*HI outreach model which is composed of five major components: dissemination and awareness, identification of adoption sites, training, technical assistance, and evaluation. The sequence of activities and relationships among the five components are specified. Next, Marian and Peter Hainsworth define the outreach model used with ERIN. Six tools are detailed including an approach to "adoption ripple effects" which consists of four phases: basic, implementation, demonstration, and satellite. Then Patricia Hutinger writes about the outreach model she uses with her rural infant project. The model includes basic assumption input, outreach processes and impact/output. A key provision of her model is the assumption that effective outreach activities are based on principles of social psychology, learning theory/instructional strategies, organizational change and marketing strategies. And finally, Elisabeth Schaefer and Bernard Banet provide a description of the outreach model for the High/Scope project. This model is composed of four phases: information dissemination, program planning and design, replication training and evaluation. These chapters are representative of efforts to achieve the second goal of outreach—to develop effective outreach models.

The SKI*HI Outreach Model

Thomas C. Clark, Project Director
Utah State University, Logan, Utah

When we started the outreach phase of our program six years ago, we really did not know what "outreach" meant, must less what "outreach" did. We had neither expertise nor experience in "dissemination," "replication," "awareness," and all the other outreach words. Since the Office of Special Education (OSE) did not provide technical assistance to outreach sites, we assumed that they believed in our ability to put together an outreach program and make it work, just as we had put together a demonstration program and had made it work.

Our service model is a home intervention model for families of hearing-impaired infants. We provide direct services through weekly home visits to both urban and rural families. We also have a child identification component and a supportive service component. We developed our service model over the three years we served as a demonstration program with funding support from OSE (then called Bureau of Education for the Handicapped). We demonstrated our program's validity to the state of Utah and it continues as a state service. We also demonstrated the program's educational validity to the national Joint Dissemination Review Panel (JDRP) and were approved by JDRP as a national model program that works.

Overview

This overview describes the operating principle, philosophy and basic assumptions upon which the SKI*HI model is based. The SKI*HI model is then described in terms of the five components of outreach. The outreach process is described in sequential steps which illustrate how an agency moves through the replication process to become an adoption site.

Operating Principle

The operating principle of OSE outreach, and thus of SKI*HI outreach, is to provide quality services to unserved preschool-aged children and to improve services to under-served children. Consequently, our outreach efforts each year have focused on helping agencies reach handicapped children who are not being served. We also help agencies that are providing minimal services as they attempt to improve the quality and quantity of their services to children and families.

Basic Philosophy

The basic philosophy of SKI*HI outreach is that personnel from replication/adoption agencies must receive comprehensive training, assistance in organizing and implementing a program, necessary materials, on-site technical assistance, and monitoring in order to adequately adopt a new program.

Basic Assumptions

Using the above philosophy as our foundation, we formulated some basic assumptions to guide us in the development and operation of the SKI*HI outreach model:

- *Agencies—people within agencies—are the vehicles that bring about new programs or changes.* Individuals acting independently are not potent change agents. Outreach efforts, therefore, must be directed at agencies. People receiving outreach training should represent an agency that is adopting the program. All agency personnel who are involved in the adoption process must participate in the training.
- *Agencies must commit resources to program development and child-family services.* Agencies that commit personnel and financial resources usually develop quality programs.
- *Outreach staff must search for potential adoption agencies and select agencies that show the most promise and need.* Many agencies are happy to have outreach programs help them meet their inservice responsibilities, but few are prepared to commit their resources to implement a new program for preschool-aged handicapped children. Outreach staff must conduct a planned and systematic search for sites that are ready and willing to commit resources to program development.
- *Some agencies must first be made aware of and then convinced of the need for services for preschool handicapped children before they will make any attempts to develop programs.*
- *In order to provide quality outreach services, there must be a clear understanding about what outreach staff will do and what the adopting agency staff will do.* In addition, the curriculum and other program components that will be replicated must be clearly specified.
- *Replication personnel must receive comprehensive training that implants the "spirit" as well as the "technology" of early childhood programs.* Outreach training must provide both pedological and practicum experiences. Participants should be required to demonstrate their ability to use the curriculum.
- *By the end of training, replication staff should have a clear plan for developing and implementing the program at their site.* To accomplish this, a needs assessment should be conducted, and then a plan for implementing the model should be formulated.
- *To insure the fidelity of the adoption, outreach staff must make site visits and monitor the implementation of the program.* The site staff should evaluate child progress and should participate in the outreach evaluation plan.

• *Outreach staff must provide materials that are unique to their outreach model.* Such materials must be developed and supplied to the replication site by the outreach program.

The SKI*HI Outreach Model

The SKI*HI outreach model has five main components: (I) Dissemination and Awareness; (II) Identification of Adoption Sites; (III) Training; (IV) Technical Assistance; and (V) Evaluation. These components, along with their subcomponents, are outlined in Figure 1 and discussed in the following sections.

I. Dissemination and Awareness Materials and Activities

Project SKI*HI uses brochures, newsletters, media, state contacts and conferences to provide information on our outreach model.

Awareness brochures. Project SKI*HI outreach has developed an initial Phase I awareness brochure and will soon complete a Phase II awareness brochure. The Phase I brochure is inexpensive but attractive, and is designed to create more interest in our outreach model. The Phase II brochure contains a comprehensive overview of the SKI*HI service model and describes the adoption process. We have also developed a systematic distribution system using mailings, state facilitators and conferences.

Newsletter. Project SKI*HI publishes and distributes a quarterly newsletter to a wide audience. This newsletter promotes awareness of our services and activities.

Use of media. We have an active public awareness program which consists of radio spots and announcements, periodic newspaper articles, television news items, and talk show appearances.

Contacts with state facilitators. We have sent brochures to all state facilitators. We also provide (upon request) a 17-minute video-tape that gives an overview of our model. As a result of these contacts, several state facilitators have helped us schedule and present one-day awareness conferences in their geographical areas.

State facilitator conferences. One-hour presentations at state facilitator conferences have not been very productive so far. Recently, however, we have developed a selection system to help us participate in state facilitator awareness meetings in more productive ways.

II. Identification of Adoption Sites

Project SKI*HI responds to all agencies and people who indicate they want to know more about our program by a letter and a phone call, and the project director also calls agencies serving our target population.

Locating potential adopters. In addition, we work with the state facilitator to locate promising agencies. When an agency expresses interest in the adoption process, we send them an application for an awareness conference and a copy of our agency profile. Upon receipt of an agency's application, outreach staff meet to consider the site's potential for implementing our program model. If we agree

that a site has good potential, we will conduct a one-day, on-site, in-depth awareness conference for them.

Selection of adopters—adoption agreement. At the conclusion of the awareness conference, we question the agency about their desire to adopt the SKI*HI model. If they want to adopt, we ask them to write a letter requesting our services and have them complete the first draft of an adoption agreement. The adoption agreement is not a legal document; it is a declaration of intent. SKI*HI staff consider the agency for adoption and, if the agency is accepted as an adoption site, the agreement is executed.

III. Training

Basic training for parent advisors is provided through a three-week summer session at Utah State University or through a series of on-site workshops. The summer session at Utah State University is conducted by SKI*HI staff, university faculty and personnel from the demonstration site and replication sites and covers all components of the SKI*HI model.

In lieu of the three-week summer session, on-site basic training is provided to individual agencies clustered in one geographic area. This allows us to work with a cluster of five to ten agencies. During Year One, a series of three three-day workshops is provided to train parent advisors in replicating the direct services component of our model. During Year Two, the agencies have the option of adopting the child identification, program management and supportive service components of the model.

Administrative and supervisory training. SKI*HI also provides training for administrators and supervisors of adoption agencies. The administrative training is conducted either at Utah State University or on-site. The administrators are instructed in home intervention techniques, personnel, contracts, budgeting and other aspects of managing a home intervention program. Supervisors are provided with a comprehensive training package for training new parent advisors. SKI*HI sponsors a supervisory workshop every other year in how to manage early childhood programs for the hearing impaired.

Training for supportive personnel. SKI*HI arranges workshops, on-site visits by consultants, or other technical assistance for audiologists, psychologists, child development personnel and other professionals replicating parent-infant programs.

Preservice training. SKI*HI outreach is housed in the Department of Communicative Disorders at Utah State University and our outreach program is used to help train students to become specialists in communicative disorders.

Inservice training. The SKI*HI project provides inservice training to the Utah demonstration model and adoption sites upon request and the agencies usually pay the expenses for this training.

SKI*HI Network workshop. We keep in close and friendly contact with a group of agencies that we call the "SKI*HI Network." These agencies do not get direct outreach services, but they do attend a national meeting each year that we have organized around topics of interest to all agencies concerning home intervention for hearing-impaired infants and families.

IV. Technical Assistance

Project SKI*HI provides technical assistance in three major areas of program implementation: "next steps" after training, on-site visits, and provision of program materials.

Designing steps for implementation after training. Following the three-week basic training, or between on-site training sessions, SKI*HI provides the adoption site with a "next steps" process which the site follows in organizing and implementing the model.

Planning and carrying out technical assistance and making on-site visits. SKI*HI staff travel to each adoption site and work with all adoption site personnel in assessing the current status of the program, desired status, and technical assistance needs associated with these plans. A comprehensive planning and implementation document is developed.

Developing and distributing program materials. SKI*HI provides each site with the specialized materials associated with the SKI*HI curriculum. These materials are provided without charge. These materials undergo continuous review, revision and updating.

V. Evaluation

The SKI*HI approach to evaluation concentrates on both process and impact data.

Evaluating the outreach process. Process data are collected at each site on an ongoing basis. These data are presented in an annual report which is submitted to appropriate agencies (for example, OSE, NDN).

Evaluating child and parent progress. Each adoption site must use the SKI*HI-approved assessment instruments and participate in the SKI*HI evaluation process. Both pre and post child and parent data are collected. Each adoption site must submit both pre and post data to the SKI*HI national data bank at the University of Virginia Evaluation and Research Center. Each adoption site receives an annual report which contains individual child and parent progress data. The report also contains information on the average progress for children and parents in a particular program along with the national average progress. The programs can then compare their progress to the national average.

The Adoption Process

Another way of understanding the SKI*HI outreach model is to follow an agency through the adoption process, from awareness to institutionalization. Figure 2 illustrates the process that an agency goes through to become a replication site. In the following discussion, we briefly outline each step in the adoption process illustrated in Figure 2.

Primary Awareness

1. We send materials to interested sites on request.
2. We ask each state facilitator to distribute outreach awareness materials to interested parties.
3. We contact potential agencies by telephone and also send them awareness materials.

4. We work closely with state facilitators. We attend state facilitator awareness conferences if the appropriate target agencies are also attending.

Selection of Adoption Candidates

5. Agency Q responds to our awareness efforts by requesting further information.
6. Our project director contacts the agency and talks with the administrator.
7. If the agency shows interest and demonstrates potential for replication, a profile form is sent to the agency. This form elicits further information on the agency's needs and potential for replication.
8. Agency Q completes the form. It is determined that they have good potential for program development.

Secondary Awareness

9. Project SKI*HI staff travel to Agency Q and conduct a one-day dissemination/awareness conference.

Selection and Adoption Preparation

10. We determine that Agency Q has good potential.
11. Agency Q writes a letter to request our service.
12. Agency Q and Project SKI*HI sign an adoption agreement.
13. Project SKI*HI assists Agency Q in preparing for training and recruitment of personnel as appropriate.

Training

14. A three-week training session is held at Project SKI*HI in Logan, Utah. All components of the SKI*HI model are adopted by site.

OR

Two on-site training sessions (three-day workshops) on the direct services to families component are held in the fall.

Adoption Installment and Implementation

15. "Next steps" process after training is presented.
16. On-site technical assistance visit occurs.
    a. Planning for implementation is completed.
    b. Needs assessment is conducted.
17. Technical assistance agreement is developed.
18. Delivery of further training and technical assistance occurs.

OR

After the first two three-day workshops, an on-site visit is made to monitor the adoption.

A third workshop on the direct services to families component is held.

Monitoring Adoption Impact

19. Evaluate fidelity of adoption and child progress.

Institutionalization

20. At the end of Year One these programs should have an

OR

At the end of Year One the agency should have implemented the

independently functioning home intervention program for hearing-impaired children and their families. The agency becomes a member of the SKI*HI Network and participates in Network activities.

21. Adoption sites that wish to become demonstration sites will be evaluated and, if they have a valid replication, the program will be validated as a SKI*HI Demonstration Site.

22. Personnel from validated demonstration sites can be trained to become SKI*HI trainers.

direct services to families component and thus have an operating home visit program. If they have the need and potential, they can request outreach services to implement the child identification and supportive services components during Year Two. At the end of Year Two, then, the agency should have a complete home intervention program.

FIGURE 1
The SKI*HI Outreach Model

I. Dissemination and Awareness

Develop and disseminate awareness brochures	Disseminate newsletter	Build public awareness through news media	Work with state facilitators in NDN	Conduct awareness conferences

II. Identification of Adoption Sites

Locate potential adopters through responses to awareness materials and by scheduling awareness conferences	Locate potential adopters through phone calls to possible target agencies	Select adopters	Make adoption agreement

III. Training

Basic training for parent advisors						
Three-week summer session at Utah State University	*On-site training workshops*	Additional training as needed for administrators and supervisors	Additional training as needed for supportive personnel	Provide preservice and inservice training	Train SKI*HI trainers	Conduct workshops for SKI*HI Network

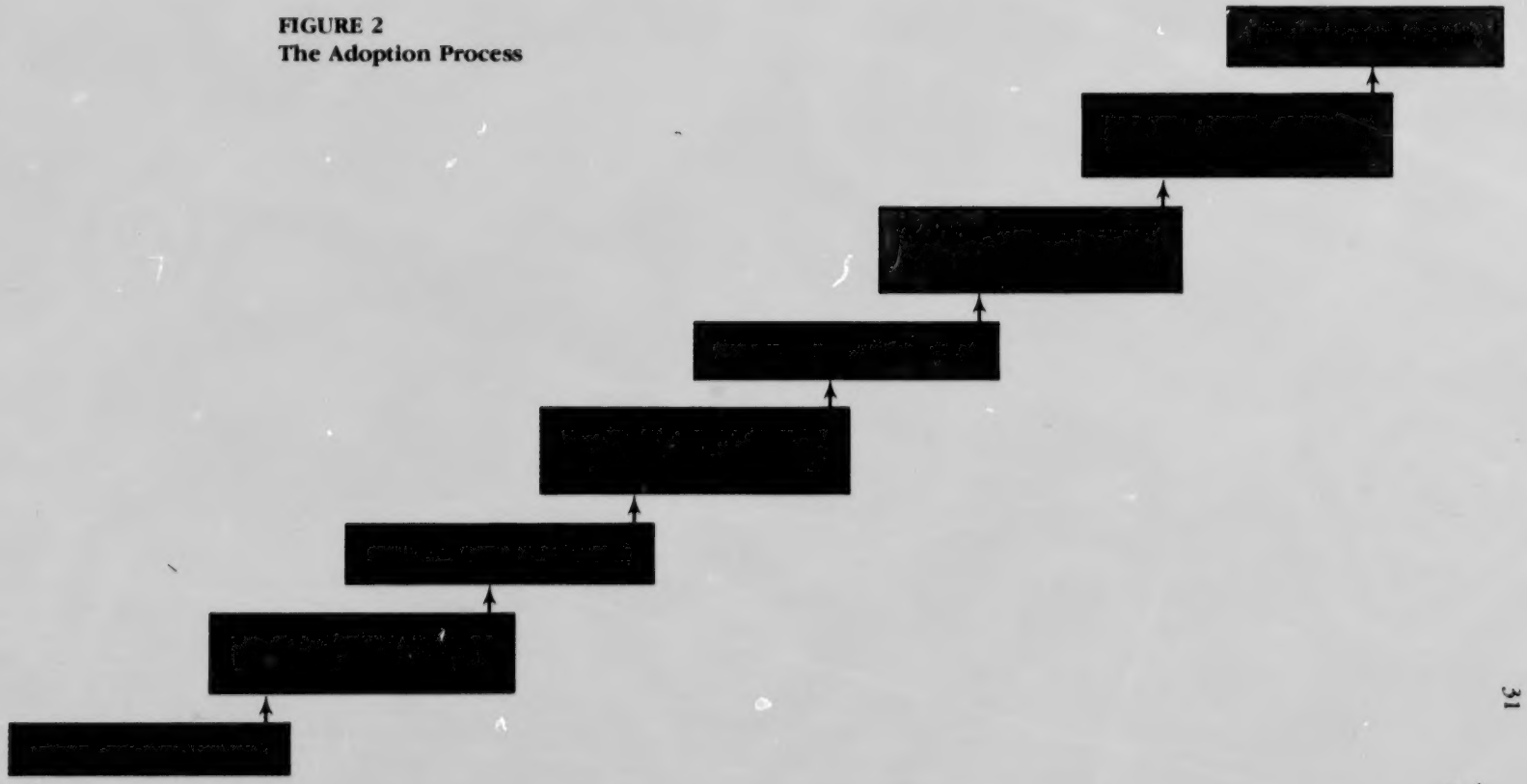
IV. Technical Assistance

Design steps for implementation after training	Plan and carry out technical assistance—make on-site visits	Develop and distribute program materials

V. Evaluation

Evaluate the outreach process	Evaluate child and parent progress

FIGURE 2
The Adoption Process



Early Recognition Intervention Network (ERIN): An Outreach Model

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This paper presents six important tools that we feel are important in outreach and then shows how we use them to help adoption sites implement the ERIN model. This is prefaced by a brief description of our model. ERIN is a competency-based training program for teachers, coordinators and parents in the modification of environment and materials and in adult intervention to assist young children with special needs in regular and special education settings. The ERIN system is designed for children ages two through seven and their parents, both in special preschool classroom/home programs serving children with moderate to severe special needs, and in regular early childhood (nursery, Head Start, day care) and primary (K-1) programs serving mainstreamed mild to moderate special needs children who are integrated with their peers.

ERIN staff have been working for several years to develop an outreach model that can be applied to a wide range of handicapped children and that can be used independently by school systems or agencies in any location with sufficient fidelity and effect that the implementation can be tracked and child growth documented. From this experience, we have identified six tools that must be assembled in order to meet the above goal:

1. A general theory to guide development of all evaluation, curriculum materials, training and communication.
2. Specification of program implementation levels and small, easily accomplished steps (modules) to attain each level.
3. Flexible but clear-cut criteria and steps to facilitate a good working relationship between developer and adopter.
4. Specific training procedures and materials keyed to the modules/elements of the program, which allow maximum self-training and self-monitoring by the teachers and adopting agency.
5. Procedures to facilitate an adoption "ripple" effect in a geographic area.
6. Methods of formative and summative evaluation that can be employed easily and simply by adoption agencies.

Each of these six tools is discussed in the following pages to illustrate how ERIN has and still is attempting to assemble these tools to do outreach successfully.

1. A Theoretically Based Model

To understand children and their learning environment in order to effect a better match, we use the following theory:

	INFORMATION PROCESSING SKILLS		
	LANGUAGE	VISUAL-PERCEPTUAL-MOTOR	BODY AWARENESS AND CONTROL
INPUT	Attention and Discrimination Sequencing Skills		
INTEGRATION	Memory and Association Formulating Ideas		
OUTPUT	Motor Planning and Motor Control Monitoring Results		

	PARTICIPATION SKILLS	
	SELF-ORGANIZATION	SOCIAL SKILLS
INPUT	Attention	: Awareness
INTEGRATION	Organization	: Interaction
OUTPUT	Monitoring	: Evaluation

	ACADEMIC READINESS SKILLS	
	LANGUAGE ARTS	MATHEMATICS
INPUT	Comprehension of Language Arts and Math Symbols	
INTEGRATION	Oral Language Base	: Math Concepts
OUTPUT	Expression Using Language Arts and Math Symbols	

This taxonomy provides the basic unity for ERIN. No evaluation, curriculum, training, or program material is developed that is not consistent with the theory (and hence all other materials). The basic theory has existed for more than a decade, but is continually being expanded and refined.

2. Specification of Key Elements (Modules) in Program Implementation

ERIN's step-by-step unit approach provides a systematic, non-threatening format for learning. For each weekly unit, a teacher selects and implements

modifications to the existing classroom program based on ERIN's keys to classroom observation. Each sequence of weekly units fits into the progression of modules during the school year, but the order of units can be changed to meet each system's needs.

Each module has complete, self-paced activities and resultant competencies. Outreach sites report their rate of completion to ERIN staff by filling out the Module Feedback Sheet. Modules are organized to reflect increasingly complex Program Implementation Levels. Each Program Implementation Level is not only complete in itself, but is also a step toward a higher level of implementation. The notion of Program Implementation Levels has three advantages:

- It makes the ERIN program applicable to both mainstream and specialized settings which serve children with a range of handicapping conditions.
- It gives teachers manageable program chunks to learn and internalize within a six- or twelve-month time span.
- It gives sites ways to grow in using the program.

ERIN is prepared to work with a total school system program—from mainstream preschool and primary classes to center-based special education settings with intensive parent programs. ERIN can be undertaken by a school for a half year or full year, and then extended for successive increments. However, the system requires implementing all key elements/components of the ERIN program found in the Program Implementation Level—only the degree of complexity varies.

Figure 1 illustrates the relationship of the theory and resources to module development, using the Language Module as an illustration. The Language Module is refined into a series of skill units (for example, formulating language ideas). Each skill is defined and screening and informal classroom observation summarized for the teacher. Teaching ideas (strategies and materials) for working with children in the skill area are also presented. These strategies and materials are elaborated in each weekly unit so that the teacher may zero in on a particular need each week. These suggestions assume increasingly greater detail as a teacher moves through the program, or as the degree of child handicap dictates.

All of our ideas are illustrated in slide tapes or filmstrips or demonstrated through model materials, and descriptions of how to make such materials or adapt common activities are provided in the print materials. This concrete specification of our model enables teachers to use our ideas immediately.

3. Clearcut Criteria for Adoption

Before any school or agency decides to adopt the ERIN outreach model, we make sure that key coordinating personnel and teachers know exactly what will be required and agree to participate and support the growth of ERIN.

The Agreement Letter

When a school or agency, with the support of its personnel, decides to adopt ERIN, an agreement form must be completed and signed by the appropriate

official. The agreement letter outlines the collaboration between the school and ERIN and covers the following areas:

- Cost-sharing and determination of ERIN materials to be used.
- When/where ERIN training sessions will occur and how training support will be organized.
- What follow-up support/assessments are to be provided.
- What responsibilities ERIN staff and the local teachers and coordinators will have.

As our model has become more widely disseminated, we have found it necessary to rely less on direct contact with each teacher and to emphasize local coordinator support. The support and training we provide for the local coordinator and key teachers, plus the carefully programmed, step-by-step curriculum and training materials, allow the local coordinator to adequately support local teachers.

Checklist of Steps in Adopting ERIN

As we noted earlier, we believe flexible but clear-cut steps are needed to establish a productive working relationship between the developer and adopter.

The following checklist outlines the specific steps we have identified to help a site adopt our program:

- School/agency attends an ERIN awareness/training conference and/or reviews ERIN information.
- A coordinator is designated by the local agencies to organize and support the local ERIN program.
- A select group of mainstream and/or special education teachers reviews the Curriculum Sampler and agrees to implement ERIN.
- School/agency official signs the agreement letter and pledges agency support.
- Local coordinator and key teacher(s) attend the leadership training institute at ERIN House in Massachusetts (three to five days), or we provide local training if there is a large regional group.
- The local coordinator conducts a two-day workshop for participating teachers to start the year off.
- Each teacher uses an ERIN notebook of weekly units to make modifications in either the regular or special classroom to assist the handicapped child, and sends in a monthly Feedback Sheet to ERIN, checking off that month's accomplishments.
- The local coordinator reviews ERIN training materials with participants before each set of units is undertaken and provides additional support for teachers through regular classroom consultations.
- When initial units are completed, ERIN staff visit the local site to provide feedback and training for the next series of units.
- Simple ERIN checklists and/or tests are administered to target children before and after the program to measure their growth and the impact of the ERIN program.
- The local coordinator, assisted by ERIN staff, prepares a year-end summary report.

4. Specific Training Procedures and Materials

As noted earlier, a leadership training institute for local coordinators and key teachers is conducted at ERIN House in Massachusetts or regionally. This three- to five-day workshop is designed for the school or agency personnel who will coordinate the ERIN program locally and who will provide training and supervision for teachers. By the end of the institute, the core leadership staff will have an overview of the whole ERIN system and will have the materials and skills needed to conduct initial on-site training of their teachers. The major responsibility for on-site teacher training and supervision belongs to the local coordinator, who is trained by us to conduct a two- to four-day workshop for program teachers that covers the first two months of the classroom program. The local coordinator also consults with teachers on a regular basis and provides in-classroom support for participating teachers.

The basic pattern of on-site training and supervision can be revised to include more direct involvement of ERIN staff, if there are large numbers of teachers involved or if severely handicapped children are being served. The extra costs of this training can be covered by the school/agency or with other state and local assistance.

Since the primary responsibility for training in the ERIN program is now the local coordinator's rather than ERIN's, the quality of our support materials is critical to program success. Training aids must promote self-sufficiency while retaining the integrity of the model. Therefore, in designing the support structure, we established the following criteria:

- Training aids must be *versatile* enough to provide for self-study by individual teachers or to be used as part of locally led group training.
- Training aids must be *consistent* and keyed to the implementation steps of the ERIN program.
- Training aids must be *appealing*—simple, attractive, portable.
- Training aids must be *relevant* and include immediately implementable suggestions.

Three types of ERIN materials meet the above criteria and complement each other for training and classroom application.

Print self-study modules. Each approach or strategy is presented in manageable steps and is buttressed by simple suggestions with cartoon-type illustrations. Simple program documentation and reporting to ERIN is accomplished through the correlated Module Feedback Sheets.

Audio-visual training materials. Slide-tapes, transparency masters, and illustrative charts parallel the print material and can be used to introduce or review the modules. Teachers are able to see the program being implemented in the classrooms of other ERIN teachers.

Demonstration training materials. Attractive classroom materials which illustrate each teaching technique and strategy are designed as models for teachers to copy or modify. Coordinators have the opportunity to begin to make a sample set of materials for local use while at the leadership training institute.

Supportive illustrations and masters are provided to help teachers produce their own materials.

Figure 2 provides a list of representative ERIN training aids.

5. Adoption "Ripple" Effect

The ERIN approach involves selecting strong outreach sites that have the potential for moving into extended outreach (Satellite Site Phase) within their geographical region. While not every site will be able to become a center around which other new ERIN sites can group or coalesce, experience with our demonstration centers indicates that many can and will. The ERIN outreach approach is thus geared toward moving outreach sites through the following phases:

- *Basic Phase for Site*—A small number of teachers are participating in the Basic Phase (16-20 units), along with a local coordinator who, with support from ERIN field staff, is providing on-site workshops for local teachers.
- *Implementation Phase for Site*—An increasing number of teachers are participating in outreach, with some in the Implementation Phase (a further 16-20 units). The local coordinator is organizing the whole program, including monitoring, with only peripheral support from ERIN staff.
- *Demonstration Phase for Site*—A core of teachers has completed the Implementation Phase competently. They can demonstrate the program to visitors. The local coordinator trains new staff and disseminates the program in that geographic area.
- *Satellite Site*—Site is designated as an official Satellite Site by ERIN with designated Turnkey Trainer(s). Teachers are involved in all phases, but some at the Demonstration Phase are able to demonstrate the program. The local coordinator or key teachers serve as official Turnkey Trainers.

To be considered an "official" ERIN outreach project, a site must have completed the basic steps described earlier in the discussion of the site adoption process. During the first year of operation, each outreach site is expected to complete the Basic Phase of program development and to begin local dissemination/demonstration by introducing other nearby programs to the ERIN model.

In the second year of operation, each outreach program is expected to reach the Implementation Phase and begin extension within its own site by adding new classrooms or teachers at the same level, as well as allowing staff from new sites to be trained alongside their new staff.

In the third year of operation, each outreach site is expected to:

- Continue extension activities in their own agency (perhaps taking on a new grade or age level).
- Become a partner with the "ripple" sites (begun the year before) by helping them enter the Implementation/Demonstration Phases (perhaps by participating in ERIN meetings conducted entirely by local personnel).
- Add staff from still other new sites and train them along with the staff from their own "ripple" outreach sites.

Finally, selected sites will reach the Satellite Site Phase and become independent ERIN trainers, with only quality control checks from ERIN staff.

While these timelines and neat geometric ratios do not hold as fully nor in the same way in each outreach site, planning for as much of this "ripple" effect as possible is important in ERIN's work with each outreach site. Figure 3 illustrates the operational sequence of the ERIN model.

6. Simple Evaluation Methods for Adoption Sites

Child Assessments

In the ERIN approach, evaluation tools must be able to be used for both program development (formative) and program impact (summative) evaluations. Further, they must be able to be administered simply, using limited personnel and resources. The following instruments are used for these purposes:

Instrument	Formative Use	Summative Use
Preschool Screening System (PSS) (15-20 mins.)	Helps pick children in need and determine areas of strength/special need.	Developmental ages, determined pre and post, assess growth of children.
Confirming Observations and Developmental Levels	Provide guided observation of children in basic areas and a summary profile of skills.	Levels plotted pre and post over many skill areas to assess growth.
Detailed Inventory of Learned Skills (DILS)	A checklist of skills (age 0-8) in each skill area to guide IEP and in-depth teaching.	Pre and post assessment gives growth in months in one or several areas.

Formative evaluation. The three instruments described above are used to help determine children's learning needs and specific skill sequences for the Individualized Education Program and the Teaching Program. In mainstream classrooms, this process is often accomplished in the context of large- and small-group activities. In special classrooms, however, individualized teaching sequences are used to supplement group teaching strategies.

Summative evaluation. ERIN staff recommend that sites employ an expectancy-regression formula to compare a child's development as measured by the Preschool Screening System at the end of the program with his or her expected level of development. The effectiveness of a program for a group of children can be assessed using this procedure. (This was the method used by ERIN in its application for national validation by the Joint Dissemination Review Panel.) This procedure has been simplified for use by school systems, and all sites are required to carry it out with the Preschool Screening System at least, adding Observation and Detailed Inventory of Learned Skills information when appropriate.

Program Assessments

Now that ERIN is being disseminated broadly, which means more sites and more people, the monitoring of the implementation process has been streamlined. For example:

- The checklist of adoption steps is used by local staff and ERIN prior to the beginning of the program to make sure that the adoption/implementation process is planned appropriately.
- Monthly Module Feedback Sheets are sent to ERIN by teachers to document their efforts. This feedback helps ERIN staff and the adoption site staff monitor how the program is being implemented and what new competencies the teacher is demonstrating.
- Simple logs of service to children and families, local training meetings, and demonstration/dissemination efforts are completed by the local coordinator as part of the record-keeping system, and are submitted to ERIN in order to record the achievements of the adoption site.

On the basis of information from the checklist and logs, certificates of completion are given to sites by outreach staff and on the basis of information from the Module Feedback Sheets, certificates of competencies attained are given to teachers.

Summary

We have attempted to show that outreach to adoption sites across the country requires a model based in theory and specified in a step-by-step fashion that can be easily implemented by teachers, following specific training which is keyed to the curriculum content. Further, a delivery system must be established that assists the adoption agency through the steps in the adoption and implementation process so that the effect on the school and the handicapped children can be assessed and the model continued and extended within the school and perhaps nearby to other schools.

FIGURE 1
Relationship of Theory and Resources to Module Development: Outline of a Sample Module

DEVELOPING LANGUAGE SKILLS

Receptive Language
- Auditory attention
- Sound discrimination
- Word/sentence sequencing
- Language/memory association

Expressive Language
- Formulating language ideas
- Planning sentence construction
- Motor control of speech
- Monitoring

A RESOURCEBOOK in language provides background information and many teacher ideas.

SCREENING information guides planning and teaching.

GENERAL MODIFICATIONS organize the classroom environment to foster language development.

TEACHING IDEAS AND TRACKING MATERIALS are given for each skill in language. Teachers often make these materials in make-it/take-it workshops.

SLIDE-TAPE SHOWS are keyed to the units and illustrate modifications, teaching ideas and materials.

SIMULATION AND OTHER TRAINING MATERIALS include displays, transparencies, and teacher-involvement activities graphically illustrating language concepts.

SPECIALIZED SETTINGS can determine detailed teaching sequences by use of the Developmental Inventory of Learned Skills (DILS).

. . . MODULE EXCERPT

SKILL FOCUS IN LANGUAGE EXPRESSION

FORMULATING LANGUAGE IDEAS is the ability to organize one's thoughts and communicate their meaning through spoken words. *This is seen in children's ability and willingness to participate in social conversation in activities like: Show & Tell, Mystery Pictures, Tell a Story.*

RELATED PROBLEMS REVEALED IN SCREENING:

Spontaneous Language
- *Child rarely talks or talks a lot but says little*
- *Limited vocabulary; trouble finding right word*

Confirming Observation
- *Doesn't contribute voluntarily, talks off topic, or always about same topic in FORMAL LANGUAGE*
- *Meaningless sounds or repetitive in SELF-INITIATED language*
- *Doesn't initiate or doesn't really "converse" with others in SOCIAL CONVERSATION*

Teaching IDEA

Make up chants, rhymes or little songs about children's actions, classroom routines or special events.
Promote conversation between children. Redirect one child's question to another for answering (e.g., When Sally asked about Tony's bandage, the teacher suggested that she ask Tony).

Teaching MATERIAL

Help children learn how to describe objects or pictures precisely; use key questions to encourage children to organize what they know and want to say. (What color? shape? How is it used?)
(REMEMBER ERIN'S MYSTERY BAG)

FIGURE 2
Examples of ERIN Training Aids

Print Curriculum Materials

Modules for Implementing the ERIN Program

We have designated modules for screening, evaluating and teaching young children with special needs, providing separate approaches for mainstream settings and specialized settings. Our modules are divided into weekly units to guide teachers through the ERIN program.

A Teacher Sampler

The Teacher Sampler is available for teachers/systems seriously considering using the ERIN model. It contains excerpts from the modules described above.

Leadership Packet

The packet guides local coordinators who have adopted the ERIN model and must train/review with teachers.

Background Resource Materials

- *Preschool Screening System (PSS)*—A 15-minute screening test for children aged 2.6 to 5.9 years and used as part of ERIN's pre/post assessment procedure.
- *First Steps*—A series of guidebooks providing background information on the ERIN model. (239 pages)
- *Resourcebooks of Teaching Ideas*—Visual-Perceptual-Motor Skills (237 pages); Language Skills (204 pages); Body Awareness and Control (295 pages)
- *Helping Children Learn Family Participation Skills*—Or, "Getting it Together at Home." (105 pages)

Audio-Visual Training Materials

The following sound shows are presently available:

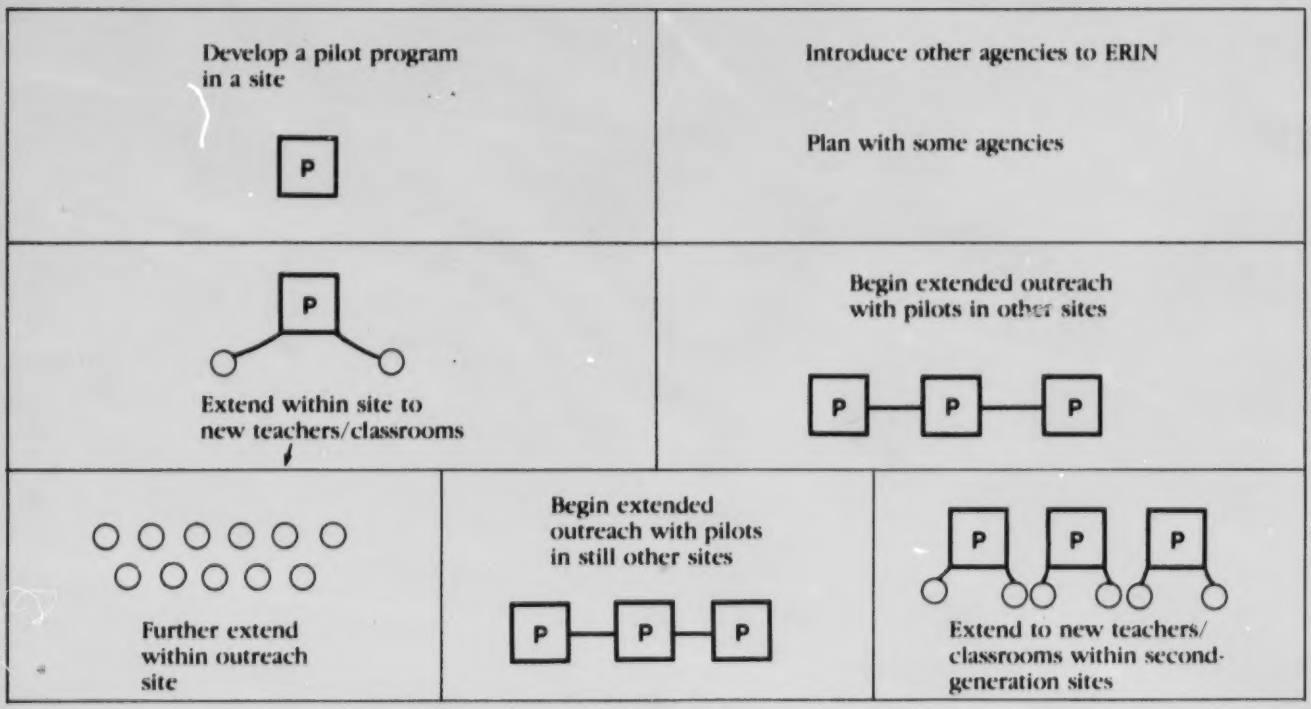
- ERIN Overview
- Environment Preparation
- Planning and Communication
- Screening in *and* Teaching Approaches for:
  - -Participation
  - -Visual-Perceptual-Motor
  - -Language
  - -Body Awareness/Control

Kits of Curriculum Materials

Each learning area has a set of curriculum ideas and training materials for screening and teaching. ERIN materials are especially appealing to teachers; graphic layout, artwork, and audio-visual materials are all carefully designed to motivate teachers. Sample classroom materials are attractive and replicable. Materials include:

- Demonstration materials
- Audio-visual aids
- Instructions for construction of materials
- Component parts for assembly
- Training guides for coordination
- Stimulation and activity props

FIGURE 3
"Idealized" Outreach and Extended Outreach



A Rural Child/Parent Service Outreach Project: Basic Assumptions and Principles

Patricia L. Hutinger, Project Director
Outreach: Macomb 0-3 Regional Project
Macomb, Illinois

Our outreach model—the Macomb 0-3 Regional Project, a rural child/parent service—operates on a set of basic assumptions and principles that provide a framework for determining project activities, future goals and needs. The assumptions behind our outreach goals and objectives are theoretically consistent with the assumptions underlying our service delivery model. Outreach assumptions not only underlie all decisions related to project operations, but also are interrelated with one another. Figure 1 illustrates these relationships.

Since outreach requires us to share expertise widely and to demonstrate/disseminate the model broadly, we must use our resources wisely in order to get the most return for our investment. The project assumptions provide a set of criteria to help staff determine priorities and make decisions about reasonable allocations of resources. Decisions regarding new activities and/or new materials development are made only if they clearly meet project objectives and demonstrate that they fall within the framework of the underlying assumptions.

Major Outreach Goals

We are committed to increasing quality services to handicapped children through various cooperative ventures. The major goals of our outreach project are as follows:

1. To increase high quality specialized services in rural areas to handicapped and high risk children from birth to six years of age, and to their parents.
2. To develop an effective outreach model for rural communities using selected model components or the complete model.

We have formulated a series of objectives related to the major outreach activities: awareness activities; stimulation of adoption/replication sites; training of others; consultation; national, regional and state involvement/coordination; and product development. We have also specified processes and procedures to be followed in meeting each of these objectives.

Operational Assumptions

Our outreach project operates on six basic assumptions. ***The first assumption is that, since the model has been demonstrated to be effective in rural areas, major target groups should also be rural.*** Service provision to rural areas is different than service provision to urban areas. The unique rural focus is a major strength of our outreach model. We use the following principles to guide us in our work with rural sites:

1. We establish credibility with rural targets. The product (model) is worthwhile and has credibility because of: a) the length of time we have been in operation (six years); b) the evidence we have of the effectiveness of our model (Joint Dissemination Review Panel approval, data base, parent report); c) the materials we have produced for use by sites; d) the consistent theoretical base we have developed for our model; e) the fact that our demonstration site is located in a rural area.

2. We establish a trusting relationship with rural target personnel by making sincere efforts to meet their needs and by making them feel very welcome when they visit our site. A warm, informal atmosphere and relationship should be established and maintained.

3. Since resources are scant in rural communities, we make the most of the resources available. For example, at our own site, there is not enough money to hire a full-time physical therapist (and we would have a hard time getting one to stay in Macomb), so we use therapists on a consulting basis as we need them to help us do training. We use those therapists who have worked with us in the past and who know our model. Non-differentiated outreach staffing can also help rural projects stretch their resources.

4. Rural programs need help upgrading their programs and we provide a broad range of services and materials. But we try not to make our materials or slide tapes too "slick." Rural clients have an appreciation for materials that are produced economically by outreach project staff.

The second basic assumption is that cooperation, coordination, and open communication are essential components of successful outreach programs. Cooperation, coordination and open communication among project staff, continuation site staff, replication site staff, target personnel, early childhood professionals, State Education Agencies, and other outreach projects are crucial to program success. We recommend the following strategies:

1. It is essential to establish multiple linkages based on functional collaboration. For example, the cooperation we have fostered and maintained among the Illinois First Chance Consortium, the HCEEP Rural Consortium, and INTER-Act has enabled us to increase our project's effectiveness in accomplishing the stated goals and objectives.

2. It is essential that communication be open, with easy access to outreach project staff. Communication is multi-directional. Informal communication channels should be established so that when problems arise they are dealt with quickly.

3. It is essential to emphasize that cooperation and coordination mean that the outreach project sometimes maintains a support role in activities to help

insure successful operation, while at other times it plays a leadership role in order to accomplish needed tasks.

A third assumption is that enough time must be allowed to initiate change which will be demonstrated by the presence of long-term effects. We recommend the following strategies:

1. Time, patience, and persistence are required to establish contacts and adoption/replication sites.

2. Follow-up activities and follow-up evaluation are necessary to establish long-term effects.

3. Priority must be given to lengthier training sessions and activities rather than short presentations.

A fourth assumption is that continuous, long-term evaluation of outreach activities and products is an essential program activity. Maintenance of those activities and products that result in positive evaluations furthers the project's goals and objectives. Therefore, we believe that:

1. Maintenance of careful records is essential.

2. Refining and developing effective evaluation measures is an ongoing process.

A fifth assumption is that effective outreach activities combine principles of social psychology, learning theory/instructional strategies, organizational change, and marketing. We believe that target sites can learn to use the following principles:

1. Outreach staff can use principles of social psychology, including the cooperative posture mentioned earlier as well as:

- Strategies designed to inform and influence decision makers, such as legislators at the national and state levels and key state agency personnel. Such strategies must be systematically implemented.
- The outreach staff approach should be informal and nonthreatening to site personnel. Outreach staff should be available for consultation and to provide help as needed and requested by site personnel.
- Generalizations related to group dynamics can be used to affect the values of target groups so that they will function as instruments of change (see Knowles, 1978).

2. Learning theory/instructional strategies can be employed by outreach staff in order to function as effectively as possible with different agencies and individuals.

- Project assistance to a target agency should be based on careful assessment of need. The unique and individual differences of agencies and target sites, and of individual trainees/learners must be recognized (see Knowles, 1978). Projects need to add a bit of their own uniqueness to the model. Lillie (1979) mentioned this in his reference to "the Betty Crocker principle."
- The quality of an adult's thinking is different than that of a child's. Therefore, it is important to recognize that strategies successful in service delivery are not necessarily going to be successful in providing outreach.
- Careful planning and preparation for effective adult learning activities pay off in positive results. Learning starts with behavior and personal experiences.

Effective and lasting learning comes after the individual has experimented with new approaches and received appropriate feedback in a practical situation.

- Observational learning and/or role modeling are important for adult learners. Therefore, actual demonstrations of model components are effective (see Knowles, 1978). For example, trainees can be brought on-site to observe the model in operation in continuation sites. (It is, of course, essential to have a well-functioning continuation site that will cooperate in training activities.)
- Attention to the "conditions" of learning, depending on content and purpose, is essential in carrying out training activities (see Gagne, 1970).

3. Principles for organizational change are also used by our outreach staff to insure long-term effectiveness of project activities (see Croft, 1979; Knowles, 1978; Lubin, 1979):

- It is important to maintain administrative contacts with other administrators who have the power to influence decisions and eventually to implement or change services for children and families. For change to occur, someone in a strategic position must feel the need for change and improvement.
- In order to achieve organizational change, the purpose and structure (of organizations and activities), and the nature of power must be clearly understood. For example, we have developed a set of criteria for target sites. We have also designed specific replication agreements to clarify responsibilities.
- Internal change leaders are natural targets for the change agent, since they help to shape the organizational environment and function.
- Structural and interpersonal systems must reinforce and support each other.
- Systems changes set off additional interactive processes in which changes in organizational functioning not only increase outputs, but also develop the latent abilities of people.
- The target/client system eventually becomes a sophisticated consumer of new programming, materials, and ideas.

4. Marketing principles must also be employed to full advantage in order to have a successful outreach program:

- Those who adopt/replicate project components must subscribe to the service delivery model's basic assumptions and curricular principles.
- Production materials and other promotional and publicity products must be produced using language suitable for target audiences.
- Outreach staff must maintain broad exposure in target areas. Materials using the project's logo should be widely distributed and easily recognized.
- The materials developed by the project staff should be available to help anyone who needs them, and suggestions about how to obtain further information should be freely offered. Income from sales of materials usually can only cover production costs. In addition, some free materials must be disseminated, depending on the need of the requesting person or agency.
- Because outreach staff cannot always predict when a contact or an activity will "pay off" with a replication, they must undertake as many broad-based awareness activities as resources permit.
- Since print is a powerful medium for influencing decision makers, efforts should be made by staff to "break into print" in professional journals and with

chapters in books about rural services. Copies of these articles can be sent to congressmen, legislators, and other decision makers.

- Recognition of individual differences among consumers can be maintained through a variety of procedures, including individualized responses to written and/or phone requests. Careful records of products distributed should be kept and followed up as further efforts at evaluating products and determining possible target audiences.

Our sixth assumption is that the administration of a successful outreach project as an innovative organization is based on the use of a set of principles derived from administration/management theory (see Blake, 1979). Some examples of these principles are:

1. Management of the outreach staff and target site staff should be accomplished by using a team approach. Staff in this type of system are committed to accomplishing program goals and objectives; interdependence is achieved through a "common stake" in the organizational purpose.

2. Project management should be goal-oriented, seeking to gain results of high quantity and quality through staff participation, involvement, commitment, and problem solving. In this way staff can contribute cooperatively to the development of project-related ideas and activities.

3. The staff structure should be flexible. There should be an easy shifting of staff responsibilities, a readiness to change, to depart from tradition. Staff should be able to take advantage of spontaneous opportunities.

4. Staff roles should be broadly defined. Undifferentiated staffing means, for example, that a project evaluator can also provide training for individuals on aspects of child development.

5. Personal growth should be emphasized among the outreach staff, the continuation site staff, and the target site staff. Further training must be supplied and encouraged. For example, as target site staff become competent, they should be involved in training activities. Staff should be encouraged to contribute cooperatively to the process of developing project ideas and activities. Broad training for staff members is essential and new staff must have opportunities to develop unique skills and interests.

6. Staff turnover should be expected. Since training is both time-consuming and expensive, staff members who move to other locations should be encouraged to serve as dissemination/replication consultants.

Summary

In summary, the basic assumptions and principles we employ in our rural project provide a general framework for determining specific activities and procedures we will undertake to further the goals and objectives of outreach, including the dissemination and replication/adoption activities. We can justify our decisions to pursue selected activities and to develop specific training techniques and materials through application of these internally consistent basic operating assumptions. We use the same framework to establish priorities and to make

decisions about all our activities. Although they may seem to be general in nature, the project's assumptions and principles, which stem from a basic philosophy, provide a firm foundation for our outreach model.

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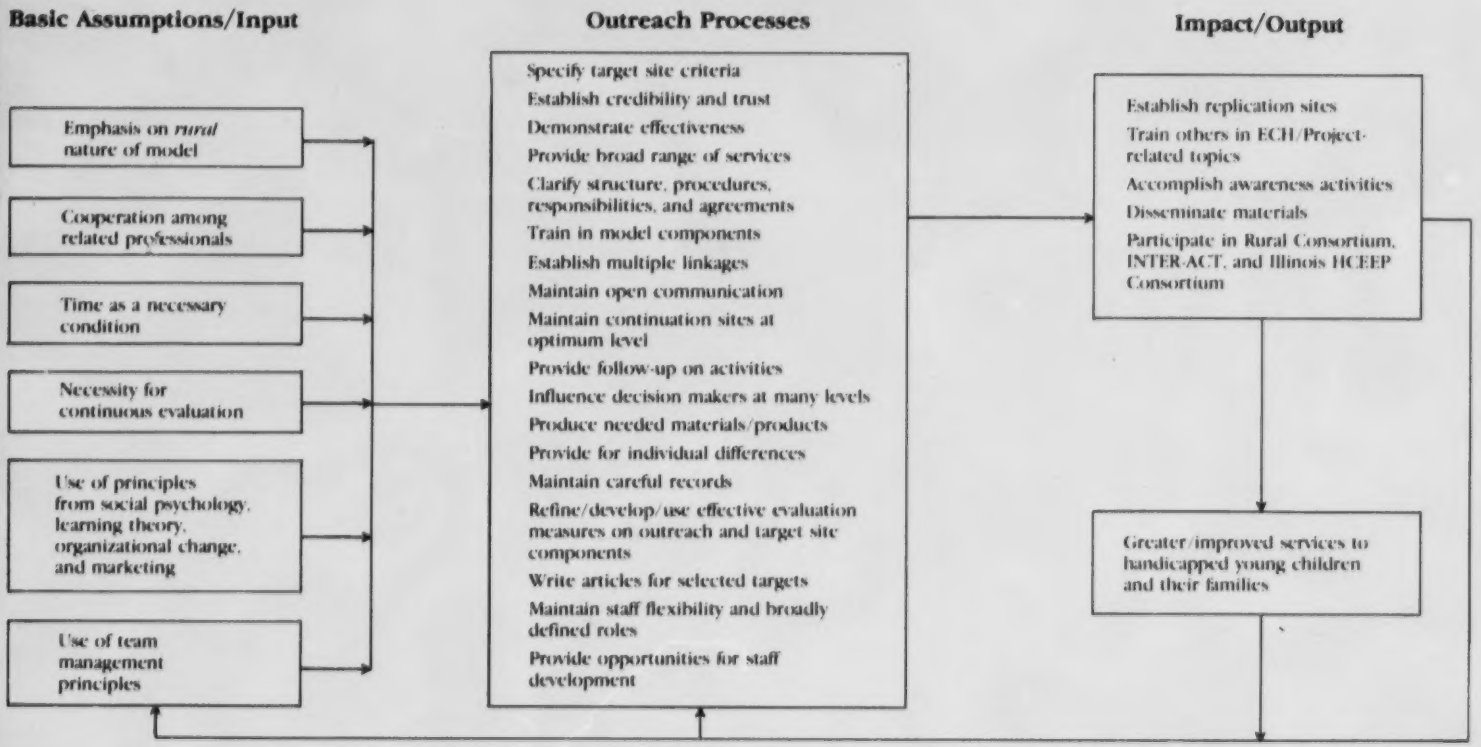
FIGURE 1
A Model of an Innovative Outreach Organization: A Rural Child/Parent Service


Basic Assumptions/Input
Emphasis on *rural* nature of model
Cooperation among related professionals
Time as a necessary condition
Necessity for continuous evaluation
Use of principles from social psychology, learning theory, organizational change, and marketing
Use of team management principles
Outreach Processes
Specify target site criteria
Establish credibility and trust
Demonstrate effectiveness
Provide broad range of services
Clarify structure, procedures, responsibilities, and agreements
Train in model components
Establish multiple linkages
Maintain open communication
Maintain continuation sites at optimum level
Provide follow-up on activities
Influence decision makers at many levels
Produce needed materials/products
Provide for individual differences
Maintain careful records
Refine/develop/use effective evaluation measures on outreach and target site components
Write articles for selected targets
Maintain staff flexibility and broadly defined roles
Provide opportunities for staff development
Impact/Output
Establish replication sites
Train others in ECH/Project-related topics
Accomplish awareness activities
Disseminate materials
Participate in Rural Consortium, INTER-ACT, and Illinois HCEEP Consortium
Greater/improved services to handicapped young children and their families

The High/Scope Outreach Model

Elisabeth Schaefer and Bernard Banet
Outreach Coordinators
High/Scope Educational Research Foundation
Ypsilanti, Michigan

High/Scope outreach helps preschool programs throughout the United States use the High/Scope Cognitively Oriented Preschool Curriculum. The High/Scope curriculum model has been evolving since 1962 and is a framework within which adults plan developmentally appropriate learning activities for preschool-age youngsters. Our goal is to help teachers assess the developmental status of children and to use this information to help children create appropriate learning experiences.

Programs implementing the High/Scope outreach model serve moderately and mildly handicapped children either in "mainstreaming" classroom environments or in self-contained classrooms serving only handicapped children. Audio-visual and print materials for teachers present the High/Scope "open framework" approach with enough concreteness so that the general goals and methods of the approach are clear. We do not, however, provide a specific sequence of pre-planned lessons, classroom kits, or learning materials to be used by children. Lacking kits, scripts, and specific prescriptions, our model requires differing amounts and types of training and technical assistance in the replication process than models that are more materials-based. We use the phases of outreach as described by Swan[1] to explain our outreach process.

Phase I: Information Dissemination

The first stage in the dissemination process is to build awareness about our curriculum and the outreach services we offer. We try to create interest in our services at potential replication sites by using mail and telephone contacts and awareness conferences. We also encourage visits to our demonstration classroom in Ypsilanti, Michigan.

Mail and phone contacts. The High/Scope Foundation, through contract and grant activities in its various departments, distributes general information materials as well as specific outreach products to over 50,000 individuals each

[1]Swan, W. W. An outreach process model. *TADSCRIPT Number 8*. Chapel Hill: University of North Carolina, Technical Assistance and Development System, 1975.

year. We have identified 2,000 individuals on this list as having a specific professional interest in our outreach project. These contacts have been acquired through previous dissemination efforts and are continually expanded as we work with existing replication sites. A regular newsletter describing the outreach program is published three times each year and distributed to the 2,000 persons identified as being interested in outreach, as well as to all past and present participants in our outreach activities.

When we receive requests for additional information on outreach activities, we distribute general dissemination materials, including a brief description of our theoretical framework, a media catalog, a publications list, descriptions of assessment and evaluation instruments, and data supporting the effectiveness of our model, as validated by the Joint Dissemination Review Panel of the U. S. Department of Education. Previous experience has indicated that prompt responses to specific requests for information yield a greater number of potential adoption sites. Additional phone contacts and mail correspondence can establish whether there is mutual interest and a shared philosophy.

Awareness conferences. If the initial mail and telephone contacts indicate a site is interested in learning more about our program, we can arrange either a one-day "awareness" conference or a two-day, onsite needs assessment consulting visit. We have found that the one-day "awareness" conferences are more likely to be productive if:

1) The conference is a state or regional meeting and includes participants interested in mainstreamed preschool programs for the handicapped.

2) The conference presentation is scheduled for at least 30 people for a minimum of 90 minutes.

3) The conference organizers are willing to provide a complete list of participants and their mailing addresses.

4) The audience contains individuals receptive to developmentally oriented preschool programs, as opposed to highly didactic or prescriptive ones.

At each awareness session, a High/Scope outreach consultant reviews the theoretical and empirical basis for the curriculum model, describes the curriculum framework, and reviews the processes by which interested persons can obtain information regarding available outreach services. Specific concerns relevant to a conference's focus are also included in the presentation.

Phase II: Program Planning and Design

If a program has indicated strong interest in program replication, a High/Scope consultant will visit the site to further explore the replication possibilities. On the first day of the visit, the consultant observes in the classroom and shares the observations with teaching staff. The consultant then meets with administrative staff to discuss such topics as funding resources, staffing, training personnel available and interested in replication, and number of children served. At the end of day one, the High/Scope outreach consultant should be able to assess program compatibility.

On the second day of the visit, the consultant conducts workshops for teaching staff, program administrators, parents, and others interested in the

program. The workshop agenda includes topics such as least restrictive environment, setting up a classroom for active involvement of children, strategies for helping children make decisions, and the elements of the daily routine. Teachers, administrators, and outreach staff together determine agenda topics based on each site's interests and needs. At the end of day two, local program personnel should have a clear idea of the program framework and the responsibilities involved in becoming a replication site.

Reports summarizing the classroom observation and the workshop are sent to each potential replication site we visit. These reports, along with a summary of the administrative interviews, serve as resources that are used to select five replication sites from fifteen sites that receive two-day visits.

Criteria for the selection of replication sites have been established as follows:

1) Geographic location; proximity to other programs in the region; services available locally for preschool handicapped children.

2) Evidence that the site has strong potential for implementation of the demonstration model as indicated by administrative stability, personal commitment by key administrative staff, interest and commitment of training and teaching staff.

3) Evidence of commitment to allocate or secure funds for selecting or establishing a demonstration classroom with a curriculum assistant (trainer), a teacher and paraprofessionals to staff the program.

4) Evidence of commitment to allocate or secure funds to provide for the High/Scope consultant's travel and per diem.

5) Evidence of commitment to allocate or secure funds to release program staff to participate in training at High/Scope Foundation.

6) Evidence of commitment to gather evaluation and impact data.

7) Evidence of commitment to continue the project into demonstration and dissemination phases.

As a replication site, local programs are expected to:

1) Implement the Cognitively Oriented Preschool Curriculum with the assistance of media, materials, and on-site consulting provided by the High/Scope Foundation.

2) Gather evaluation data, which includes administering the Child Observation Record (COR) and Preschool Teacher Training Profile (PTTP).

3) Conduct information dissemination activities and provide classroom observation/demonstration teaching for local and regional educators.

4) Record evaluation data on the number of visitors, workshops presented, and materials disseminated.

Phase III: Replication Training

Establishing a replication site involves a long-term commitment from the site as well as the outreach project. From the first on-site contact—the two-day needs assessment—teachers are involved initially in the decision to replicate. Our experience has shown that programs that include change in teaching practices are more effective if teachers are involved in the decision to adopt the program. We have also found that involving teachers in drawing up replication agreements

to fit their program needs also improves the likelihood of successful program implementation.

Another factor essential in effective program implementation is an on-site trainer whom we call a curriculum assistant. It is desirable for the curriculum assistant to have classroom experience using the High/Scope curriculum model. Sometimes intensive technical assistance is given to a demonstration classroom, and the head teacher in that classroom assumes the role of curriculum assistant in subsequent years.

Two books describe the High/Scope curriculum framework in detail. *The Cognitively Oriented Curriculum—A Framework for Teachers*[1] contains the initial description of the program for preschoolers developed by David P. Weikart and others in the Ypsilanti, Michigan Public Schools. *Young Children in Action—A Manual for Preschool Educators*[2] is a more recent summary of the curriculum framework. This manual incorporates the additions and refinements to the curriculum which were developed during the years we were disseminating the curriculum model to Head Start centers in Planned Variation Head Start, and were operating a First Chance demonstration preschool in the first phase of our Handicapped Children's Early Education Project work. In addition to the curriculum manuals, we have produced more than 30 sets of filmstrips and films for educators who work with children in the sensorimotor and preoperational stages of development. These complement the curriculum manual as resources for inservice and preservice training. These print and audiovisual resources were developed with assistance from several funding sources, including the Bureau of Education for the Handicapped Division of Personnel Preparation, the Carnegie Corporation of New York, the Office of Child Development, and the Lilly Endowment.

The first year of Phase III includes ten days of on-site training by a High/Scope consultant, and two week-long institutes which are held at High/Scope headquarters in Ypsilanti, Michigan. On-site training covers curriculum goals and teaching strategies which are presented by High/Scope consultants and local curriculum assistants in inservice workshops. Competencies introduced in workshops are monitored by classroom observation and feedback from one High/Scope field consultant and/or the curriculum assistant. Training is delivered in a spirit of mutual problem solving, involving teachers in designing activities and environments that are supportive of children's emerging abilities.

Teachers use the High/Scope Child Observation Record (COR) as well as locally selected child instruments to assess needs and evaluate progress. Trainers use an implementation profile (the PTTP or MPTTP) to record data on their observations of classrooms and go over this information with teachers who are learning to use the model

The institutes for teachers include visits to the High/Scope Foundation's demonstration classroom and a systematic review of the curriculum framework.

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[1]Weikart, D. P., Rogers, L., Adcock, C., McClelland, D. National Association for the Education of Young Children, 1971.

[2]Hohmann, M., Banet, B., & Weikart, D. P. High/Scope Press, Ypsilanti, 1979.

The institute for trainers covers basic principles, skills and techniques which High/Scope has found to be effective in 17 years' experience in conducting active training programs for educators. The High/Scope training sessions enable teachers and supervisors from diverse locations to share ideas and experiences in using the High/Scope model. An outreach newsletter, published by High/Scope three times a year, also facilitates communication among the replication sites and promotes the concept of site participation in a national network.

In the second year of Phase III, the High/Scope consultants spend a total of five days at each replication site, focusing their activities on the certification of the local trainer and supporting local dissemination activities. Trainers from replication sites are certified as qualified to train teachers at other local sites in their area after they have:

- attended a week-long teacher institute at the High/Scope Foundation in Ypsilanti, Michigan.
- attended and satisfactorily completed a week-long trainer institute at the High/Scope Foundation.
- made regularly scheduled visits to each classroom they are assisting and have given helpful feedback to teachers, as judged by the teachers and High/Scope's consultant.
- conducted satisfactory workshops as judged by trainees and High/Scope's consultant—including evidence that changes in classroom process followed the workshop.

After being certified, replication site trainers conduct workshops for other sites interested in adopting the Cognitively Oriented Preschool Curriculum. Those sites that adopt the curriculum in this way are called "second generation" sites. During the second year, replication site staff are also expected to produce a local newsletter and to run a demonstration classroom.

Phase IV: Evaluation

Swan describes the evaluation phase of his outreach model as the point at which decisions are made about continuing outreach services to a replication site. High/Scope's annual evaluation of replication site status involves review with teachers, curriculum assistants, and administrators of the usefulness of High/Scope training and technical assistance services and of the appropriateness of High/Scope's curriculum approach. Summative child progress data (from the COR and locally selected instruments) is examined. Progress in implementing the model is reviewed with the aid of the PTTP or MPTTP implementation profiles that have been filled out by the curriculum assistant. The same questions asked in Phase II are asked once again: *Does the site have resources to continue the program? Will key staff members remain with the program? Are parents involved in the program in a variety of ways? Does the program serve special needs children? Are the minimal components of the model being implemented (daily routine, room arrangement, active learning, team planning)? Will the site establish services to second generation sites?*

If major components of replication are in place, and High/Scope services have been satisfactory, a decision may be made to continue the association between the site and High/Scope.

If the "replication" process has succeeded, the replication site, indeed each teaching unit, will have a unique adaption of our outreach model. Classrooms at the replication site will show important similarities to the demonstration school in Ypsilanti, but they will not be carbon copies.

3 Technical Assistance

The need for technical assistance in outreach is recognized both by the outreach projects and OSE staff. It has not been possible, however, to support a formal technical assistance provider because of the diversity of outreach activities and models. The technical assistance that has been and continues to be provided is informal and limited. The strategy has been to gather outreach directors together periodically at meetings and conferences to discuss areas of common concern, problems and alternative solutions. The directors provide technical assistance to each other in their individual areas of expertise. This strategy is employed for two reasons. First, face-to-face exchanges of information are often the most effective (and unfortunately the most expensive) means of obtaining assistance. Second, outreach project directors have gained significant skills in providing technical assistance to each other. As a means of summarizing the results of their discussions at meetings and conferences, follow-up materials—such as this document—are disseminated to participants and other interested audiences.

The information in this section was generated by four small groups that were formed at the 1980 Outreach Directors' Conference for the purpose of providing technical assistance. The four groups were organized in response to a needs assessment questionnaire that was distributed to directors prior to the conference. Each outreach director had the opportunity to attend two small group sessions and each group was led by an outreach director. The materials are of differing levels of specificity based on the topics discussed in each group. The four areas of assistance are: target selection, materials development and distribution, training and model fidelity.

Target Selection

Group Leader: Ruth Turner
Dallas Independent School District, Dallas, Texas

The group felt that specifying general target audiences and selecting particular targets to receive specialized outreach assistance is the very critical first step in stimulating services to preschool handicapped children and their families. This first step includes several significant considerations, such as:

- Selecting target audiences from demonstration project audiences for outreach assistance
- Analyzing needs of potential target audiences relative to the strengths of the outreach project
- Matching outreach staff expertise to target audience needs
- Developing and analyzing criteria for target audience selection
- Reviewing existing dissemination materials to determine their appropriateness to the needs of potential target audiences
- Planning approaches to be used to contact potential target audiences
- Planning for systematic change in target audiences because of the outreach assistance provided
- Evaluating the effectiveness of target audience selection procedures in relation to outreach assistance provided and changes implemented.

Providing technical assistance to outreach projects in the areas of target audience selection has assumed increasing complexity over the years of outreach program operation. Target audience selection is more difficult than the more general dissemination efforts because of the wide variation in outreach projects. The wide range of target audiences appears to grow out of the diversity of the original demonstration models and the variety in the funding mandates of the states in which the projects function.

As an example of the variation across outreach projects, directors participating in this small group generated a list of their target audiences:

- Local Education Agencies
- State Education Agencies
- Medical community staff who work with high-risk infants
- Speech and hearing clinicians
- Day nursery personnel
- Hospital-based newborn nursing staff
- Rural infant programs
- Direct service teams in preschool programs—all types of fiscal agents
- Public school programs for 0-5 year olds
- Mental health facilities
- Non-public school agencies
- Policy makers in university laboratory programs and Head Start programs.

Materials Development and Distribution

Group Leader: Alice Hayden
University of Washington, Seattle, Washington

A number of topics related to materials development and distribution were discussed. Following in list form is a brief synopsis of the directors' comments, discussions and suggestions.

- Issues relating to copyright, intent to copyright, or trademark were discussed. Suggestions were made to include the statement **"Please Do Not Reproduce"** on materials and to identify each page of all materials for dissemination with the project logo or other designation. The directors felt such identification would discourage duplication without permission and would attribute the materials to the correct source. The group felt that project directors need more information about copyright and its advantages and possible disadvantages. It was pointed out that the process and costs for copyrighting are not as extensive as many directors believe. More information on this topic should be provided to all project directors at a future meeting.
- The group felt that all materials should be credited to the producers (staff contributors or others) and credit should be given to the funding source(s) even on preliminary drafts or working papers.
- Most directors agreed that since their materials are updated and revised from time to time it is difficult to assure that all staff in replication sites have the latest revision, especially if the replication/adaptation is long-term. It was suggested that outreach projects might want to send out some follow-up or periodic reports to replication sites calling attention to revisions in their materials and offering to share such updated material. This would also be a good way of providing information about staff changes and other incidental program information.
- It was pointed out that a *Catalog of Materials* is being produced by OSE (Division of Media Services) and should be available shortly. The catalog covers a ten-year period of operations and approximately 20 percent of the items in this catalog cover early childhood topics.
- A matter of considerable concern to a number of project directors was the fact that they must print, duplicate, and distribute many of their own materials. Most of the directors felt that they had little expertise in this area. This aspect of outreach sometimes requires a considerable inventory to reduce printing costs and make individual items affordable to the project and to purchasers. There was considerable discussion about this problem. The advantages of going to a

commercial publisher or going through LINC were considered; but in the early stages of product development, directors felt that it was important to have control over their materials in terms of revisions and updating. In addition, it was pointed out that some items unique to a particular project might not warrant commercial publication.

- The suggestion was made that local print shops or other groups such as library associations, school districts, state hospitals and sheltered workshops might offer reduced printing costs.
- A major concern of this group was the need for more cost-effective awareness materials. There was general agreement that awareness materials are needed at all levels: national, regional, state and local, but that reductions in funding are inhibiting this effort. The group discussed how to produce awareness materials in the most cost-effective manner. They thought it was important to share information about projects and materials development through natural channels such as consortia, newsletters of organizations and associations, TADS and WESTAR publications, and other resources. Attention was also called to the possibility of having news releases published in local newspapers. Such releases would focus on the "who, what, when, where, why" type of information in order to convey as much information as possible to the readers. News releases could be issued to publicize a training session or workshop and information could be included about the materials and/or people and products used, such as manuals, audio-visual materials, special presenters. Scheduling an open house to introduce the local community to a program's staff and services was also suggested as an appropriate awareness forum. A project might produce brochures and other products for those who attend the open house; these materials should be suitable for all project visitors.
- The group suggested the possibility of obtaining national publicity for programs by submitting articles for publication to *American Education*, *Programs for the Handicapped* and *Closer Look*. And they recommended the utilization of public service spots on television and radio at all levels to help create awareness on the part of the general public. Films on different types of handicapping conditions can do much to create awareness in the local community if they are shown by local television stations. The film, *The Fortunate Few*, which includes segments on six different early childhood programs and stresses the effectiveness and cost efficiency of early intervention programs, is an example of such a film that is available and cleared for public television showing. It is also available in Spanish.
- The group discussed the importance of fostering communication and information-sharing among parents. Parent-to-parent programs can certainly be an effective mechanism for public awareness and, in addition to exchanging information, can change attitudes as well.
- There was considerable interest in establishing a system to evaluate the effectiveness of awareness materials. One suggestion offered was that one project's materials could be sent to other projects to be tried out and rated. Another suggestion was that a task force could be formed to develop criteria on how to select good materials or actually produce them. Criteria for good

equipment, effective content, and effective formats could also be generated by such a group.

- A need for a listing of materials available for rental rather than sale was voiced.
- One project director described a low-cost way to use the "hot line" approach—install a Phone-Mate answering machine so program inquiries can be recorded and answered at a more convenient time.
- The group was interested in learning more about obtaining and using mailing lists to promote awareness of outreach activities. There are a variety of "list" vendors and a representative sample of such sources is provided below. Some vendors deal with school districts and personnel, some with libraries, others with association and organization members, still others with large samples of occupation groups. The product or service being offered determines which audience list is of most value to a particular group. Lists are usually purchased for one-time use, can be supplied in a variety of formats (for example, arranged alphabetically or in zip code sequence for bulk rate and/or non-profit mailings, on pressure-sensitive label stock or label stock designed to be affixed by automatic labeling equipment, or on computer tape).

Mailing List Sources[1] (compiled 10/80)

Alvin B. Zeller, Inc.
475 Park Avenue, South
New York, NY 10016
(212) 689-4900

College Marketing Group, Inc.
6 Winchester Terrace
Winchester, MA 01890

Consolidated Mailing Service
Division of Two Star Films, Inc.
79 Bobolink Lane, Box 216
Levittown, NY 11756
(516) 796-4925

Direct Mail Promotions, Inc.
342 Madison Avenue
New York, NY 10017
(212) 687-1910

The Educational Directory
One Park Avenue
New York, NY 10016
(212) 889-8455
or
131 Camino Alto, Suite D
Mill Valley, CA 94941
(415) 381-0553

Market Data Retrieval
Ketchum Place
Westport, CT 06880
(203) 226-7511
or
4300 Marine Drive, Suite 206
Chicago, IL 60613
(312) 248-9233
or
1726 Champa Street
Denver, CO 80202
(303) 573-7167
or
Los Angeles
(213) 625-7750
or
San Francisco
(415) 956-2067

National Direct Mail Advertisers Services
Box 384
Frankfort, KY 40601
(502) 223-3838

R. W. Bowker Co.
Mailing List Division
1180 Avenue of the Americas
New York, NY 10036
(212) 764-5223

[1]For more information on mailing lists, contact Nancy Brussolo, High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48197, (313) 485-2000.

Training

Group Leaders: Karen Davis, Rutland Center
University of Georgia, Athens, Georgia
and Neal Schortinghuis, Portage Project
Portage, Wisconsin

The training discussions covered a number of topics including:

- Establishment of minimal competency levels
- Replication versus model utilization
- Adaptation of training procedures to particular needs (for example, site pays expenses, on-site versus off-site training, attendance at site training)
- Provision of training for second-generation outreach sites
- Certification of trainers
- Effectiveness of short-term workshops (evaluation)
- The importance of *not* including demonstration sites and *not* providing demonstration information—only information on outreach—during training
- Definition of training as being from 3-5 days in length, long-term and at least two contacts each year
- The importance of keeping the goals of outreach in mind when providing training.

Assumptions of Outreach Model Development in Training

The following information on training was contributed by Bud Fredericks and Torry Piazza-Templeman from the Teaching Research Infant and Child Center in Monmouth, Oregon.

There is consensus among project directors and their staffs that, after the initial excitement of receiving outreach funding fades, the reality of "graduating" from model developers/demonstrators to outreach trainers sets in and questions arise, such as: What is outreach? How do we train others to do what the project staff do, and to do it as well? The Teaching Research Infant and Child Center, located in Monmouth, Oregon, received its demonstration grant in 1972 and entered outreach in 1975. We have faced these and similar questions and would like to share our answers with other projects.

One of the primary goals of outreach, as stated by OSE, is the development of outreach models. Training assumes primary importance in helping projects

meet this goal. Thus, we will review the steps we took in changing from a demonstration project to an outreach project in the area of training. These steps have been developed through much trial and, of course, error. What has evolved is a process of training others that has worked extremely well for us and for a number of others who have used our outreach model. The discussion focuses on training and not on the areas of awareness and site selection.

1. Define the Elements of Your Model

It is as essential in outreach as it was in your demonstration phase to define the elements of the model. A clear definition of the model elements provides a firm foundation for outreach activities. Elements will of course vary widely from project to project. The first step in training, therefore, is to have a detailed written description of the elements of the model to answer the questions: What are we doing? How are we doing it?

2. Use a Measurement System to Demonstrate the Effectiveness of Model Elements

This is another activity from the demonstration ; and it forms another block in a solid foundation on which to build outreach. Check the evaluation measure for each of the model elements. Most likely the measures fall into two categories: (1) evaluation to demonstrate change (child, staff); and (2) evaluation to demonstrate purity of model (an element is in place and maintained at a specified quality level). These measures can be used to evaluate efforts in two outreach areas—site stimulation (replication training) and training (developing model competencies).

3. Determine the Key Elements of the Model

This is not a repeat of step one above, but rather a refinement. For outreach purposes a project must determine which model elements are KEY; that is, if these elements are not in place, the site is not using the model. Key elements represent the philosophy and process of a model. Most projects also have identified optional elements that can supplement the model. The optional elements may apply only to certain child populations (mild/severely handicapped) or certain demographic areas (urban, rural).

4. Determine the Competencies (Skills, Knowledge, Attitudes) Needed to Implement Each Element of the Model

Now we move to actual "outreach." It is important to remember, however, that the success of outreach efforts from this point on depends, in large part, on the "foundation" activities described in steps one through three.

At this point, it is important to determine those competencies (skills, knowledge, attitudes) that individuals will need to implement each model

element. For example, a particular method of assessment is one of the model elements for Project XYZ. Project staff thus have determined that an individual would need the following competencies to implement this hypothetical element:

1. Knowledge about history and type of test
2. Skills to administer test items reliably
3. Skills to score responses accurately
4. Skills to analyze scores and apply to child programming.

This process should be followed in determining competencies needed for all model elements.

5. Design Training Activities Which Will Develop the Model Competencies in Trainees

Designing the training plan is a much easier task when objectives for training are clearly specified. Once the competencies trainees must develop are known, staff can design a set of activities for trainees that will develop these competencies. The activities will depend on the nature and complexity of the competency. Generally, one or more activities are designed for each competency. Returning to the hypothetical example of Project XYZ, four necessary competencies had to be mastered for the project's method of assessment. Consequently, Project XYZ staff designed the following activities for their trainees:

Competency or Objective	Training Activity
1. Trainee will have knowledge about history and type of test.	1.1 Thirty-minute lecture by training staff on history and type of test.
2. Trainee will have skills to administer test items.	2.1 Thirty-minute discussion by training staff on procedures used to administer test, including role play of test.
	2.2 One-hour practicum during which trainee administers test items to child supervised by training staff.
3. Trainee will score responses accurately.	3.1 Trainee scores test administered during practicum.
4. Trainee will be able to analyze scores and develop child program.	4.1 Thirty-minute discussion on score analysis and programming.
	4.2 Assignment to read chapter on assessment in text.
	4.3 Trainee develops two child programs from test administered during practicum.

This hypothetical project employed a number of training techniques: lectures, small-group discussion, reading, role play, and practica. It is difficult to recommend specific training techniques. More important than the specific training technique used is the skill of the trainer in using it. But, based on eight years of inservice training experience, we feel that using the following training techniques enhances one's chances of success.

- *The best place to conduct training for replication is at the demonstration site.* The trainees are "transplanted" from their work environments and brought to the demonstration site where they can see the model functioning under optimum circumstances. Removing the trainees from their work environments eliminates a large number of potential distractions. And a sense of credibility is established when the trainee can *see* the model in action and talk with staff who are using the model.
- *The training is practicum-based.* In closely supervised practicum experiences, trainees have a chance to "try-out" procedures and materials while training staff are there to encourage, correct and assist them. Thus trainers don't have to guess about a trainee's ability; the trainee can be observed firsthand. Trainers can use their observations to give trainees immediate feedback on their use of the procedures or materials. In addition, the trainers obtain valuable information on which competencies a trainee has mastered and where to concentrate further training. The chances of replication are increased if a trainee masters model competencies during the training session.
- *The demonstration center training is followed up at the trainee's work site.* An extremely critical part of a training program, follow-up assistance, should occur at the beginning of the trainee's implementation efforts. Outreach assistance, further training, and reinforcement of current efforts help the trainee "over the hump" traditionally encountered when implementing a new program.

6. Design a Measurement System to Evaluate Outreach Training Activities

Once a training system has been designed for the purpose of teaching others how to implement the model, those training procedures must be evaluated to see if, in fact, they are effective. This implies a whole series of evaluations for inservice training:

- Consumer satisfaction—Did they enjoy the training process? Do they want to use the model processes/materials?
- Did the trainees acquire the necessary knowledge, attitudes or skills as a result of training?
- Did the trainees implement the model elements? If they did, were they able to do so at a quality level?
- As a result of implementation was there change in child behavior?

The first two types of evaluation occur during the training session and the last two during follow-up to the training. The follow-up evaluations are important elements in the documentation of the impact of outreach.

Model Fidelity

Group Leader: Merle Karnes
Project RAPYHT/Project PEECH
University of Illinois, Champaign-Urbana

The group considered questions such as: How do we determine if sites are really replicating a model? To what extent can sites deviate from a model and still be replicating it? There was consensus that those components of the model that have to be replicated must be clearly delineated in order to maintain the integrity of the model. If sites are not replicating these key aspects of the model, changes must occur. Several important considerations emerged from these discussions:

- It is very important for outreach projects to delineate the distinguishing characteristics of their models.
- It is important to assess objectively where a site is in model implementation. Each time replication specialists visit a site, they should determine how staff are progressing in replicating the model. This procedure helps a site set goals and work toward them.
- Continuous (ongoing) needs assessment is necessary so that replication staff and model sponsor staff can identify accurately a site's needs.
- Should a site demonstrating low fidelity be continued? Not if they haven't improved after outreach staff have made a number of visits to the site and have pinpointed all the obstacles. Outreach staff have an obligation to terminate such sites because the model and resources are not being used in the most productive manner. Thus, each outreach project must work out a process that helps sites fully understand the model.
- Successful replication fidelity is closely related to successful site selection and technical assistance, and to the evaluation system.

In sum, the group identified three steps sites should follow to promote and maintain replication fidelity:

1. Distinguish characteristics of the model.
2. Carefully monitor sites through actual observation.
3. Agree on common goals.

The PEECH Approach to Examining Model Fidelity

The following information on model fidelity was contributed by Merle Karnes and Anna Marie Kokotovic from the Colonel Wolfe School—University of Illinois.

The PEECH[1] Model is a comprehensive approach to establishing quality education for preschool handicapped children and their families. Being a complex model with 20 essential components, PEECH typically requires one year of intensive, individualized training before replication is achieved.

From the beginning of its outreach activities, PEECH has used instruments to assist consultants in planning training activities and to assist both trainers and trainees in assessing progress in replication of each component of the model. In developing these instruments, the following principles served as guidelines:

- Replication sites must have a clear definition of each component of the model and the minimum requirements to replicate each component.
- Instruction is most effective if it is individualized and planned to meet the identified training needs at each replication site.
- Both trainer and trainees need an ongoing, objective means of measuring progress in replication of each component.
- Replication sites should have some choice as to the level of replication they wish to achieve (e.g., meet minimum standards only or replicate at a higher level on some components) and the components in which they most desire training.

Considering these principles, PEECH developed two essential instruments, the PEECH Model Components Observation Scale (PMCOS) and the PEECH Needs Assessment.

PMCOS is the tool used to assess the replication site's implementation of the 20 essential components. This instrument helps both site personnel and PEECH staff monitor a program's progress in replication. Each of the 20 components is operationally defined in PMCOS. A rating scale of 1 to 5 is provided for each component. Using the PMCOS, each site staff member individually indicates the degree to which he/she feels each program component is currently being implemented at the site. Each also indicates the level at which he/she would like to be implementing by the end of the year. The staff then discuss their individual ratings as a group and agree upon a rating which represents the group's perceptions. This process helps to further define the model and the minimum expectations for adoption for the site staff. It also gives the staff an opportunity to discuss their perceptions of the site as it is currently operating and to set goals for growth.

The replication specialist rates the program during each site visit and discusses the rating with the site staff. A rating of "1" indicates no adoption of the component as defined in observable terms on the PMCOS. A rating of "3" indicates an adoption of the component at the required level, meeting the minimum criteria required by the PEECH Project. A rating of "4" or "5" indicates

[1]PEECH Project, Institute for Child Behavior and Development, University of Illinois, Champaign-Urbana; grant funds through the Office of Special Education and National Diffusion Network, U. S. Department of Education.

adoption at a high level of competency, and exceeds essential requirements for adoption. Therefore, a site receiving a final rating of "3" or above on each of the 20 components in PMCOS has achieved adoption of the PEECH model. The 20 essential components are:

1. Identification and placement
2. Paraprofessional teachers
3. Scheduling
4. Room arrangement
5. Classroom assessment
6. I.E.P.'s — parent involvement
7. I.E.P.'s — establishing goals
8. Peer modeling
9. Lesson planning
10. Lesson presentation
11. Record keeping — children
12. Behavior management
13. Language programming — systematic development
14. Language programming — expansion
15. Family involvement programming
16. Family involvement record keeping
17. Teaming
18. Staff development
19. Future placement
20. Evaluation

Monitoring of the long-term fidelity of an adoption is also part of the PEECH training plan. Site visits during the second year of replication enable the PEECH staff to assess the level of adoption via the PMCOS and to provide additional training if necessary. Figure 1 outlines two components of PMCOS.

Success in replication depends upon the knowledge, skills and attitudes of key staff members. Therefore, as a basis for planning individualized training and technical assistance activities, the PEECH Needs Assessment is administered to teachers, paraprofessionals, and ancillary personnel at each site. Although, like the PMCOS, the needs assessment covers the 20 essential program components, its primary purpose is to identify the skills individual staff members possess in each component area. The training provided is then directed to those components identified by various site personnel as being most crucial to model implementation. Respondents rate their level of functioning in the competency areas before and after training, using scaled points ranging from "1 = no skill or knowledge," to "5 = highly competent." A sample of the PEECH Needs Assessment is presented in Figure 2.

Both of these instruments could be adapted for use in model programs similar to PEECH. A logical sequence in the development of an instrument such as PMCOS is to:

1. Identify and operationally define model components.
2. Determine minimum criteria of replication of each component as well as criteria for other levels of adoption if appropriate.

3. Develop an appropriate rating scale for each component.
4. Organize the information into a manageable working tool.

The PEECH Needs Assessment is an analysis of the skills required to implement each model component. Training and technical assistance are available to assist site personnel in developing each of the specified skills. In order to develop a similar instrument, a program should analyze the skills site personnel would need in order to replicate each of its program components. The identification of these skills also provides guidelines for the development of appropriate training activities.

Conclusion

The PEECH staff have found that the two instruments described above provide the basis for planning individualized training and monitoring the fidelity of replication across sites. Whereas PMCOS assists us in providing individualized services to each site, the PEECH Needs Assessment assures that training will be provided to meet the needs of individual staff members within a particular site. PMCOS is an ongoing assessment of the progress an entire program is making in replication of the PEECH model. In addition to identifying specific areas for training at a site, the PEECH Needs Assessment, when administered pre and post, is an effective means of assessing the effectiveness of training.

Figures 1 and 2

FIGURE 1
PEECH Model Components Observation Scale *(Excerpts)*

PEECH Model Component	Criteria for Observation	Present	Desired	OBS 1	OBS 2	OBS 3	OBS 4	OBS 5	OBS 6	OBS 7
SCHEDULING										
3. Staff plans a daily schedule so that individualized programming may be implemented effectively through large group, small group, and one-to-one activities.	5. Written daily schedule is implemented which allocates one-half or more of the time for individual and/or small group lessons. The schedule is consistently maintained, yet is flexible. The schedule is planned to include the alternation of both large group and small group sessions and active and passive activities. Transitions between sessions and activities are smooth. Daily time for the staff to develop individual lessons, prepare instructional materials, and evaluate child progress averages two hours.									
	4.									
	3. Written daily schedule is implemented which allocates at least one third of the time for individual and/or small group lessons. The schedule is consistently maintained, yet is flexible. The schedule is planned to include the alternation of both large group and small group sessions and active and passive activities. Transitions between sessions and activities are smooth. Daily time for the staff to develop individual lessons, prepare instructional materials, and evaluate child progress averages one hour.									
	2.									
	1. Daily schedule does not provide time for small group or one-to-one lessons, preparation of materials or evaluation of child progress.									

FIGURE 1
(Continued)

PEECH Model Component	Criteria for Observation	Present	Desired	OBS 1	OBS 2	OBS 3	OBS 4	OBS 5	OBS 6	OBS 7
BEHAVIOR MANAGEMENT										
12. Procedures that create a positive affective environment and that include appropriate behavior management techniques.	5. Teachers maintain a positive approach in their interaction with children and are responsive to each child's needs and interests. An environment which promotes appropriate behavior is established, such as clearly stating classroom rules, modeling behavior for the children, and being consistent in expectations. Teachers use the following behavior management techniques as appropriate: ignoring, positive correction, physical redirection, removal from the immediate situation, and time-out. Plans are written for children who often exhibit inappropriate behavior.									
	4.									
	3. Teachers maintain a positive approach in their interaction with children and are responsive to each child's needs and interests. An environment which promotes appropriate behavior is established, such as clearly stating classroom rules, modeling behavior for the children, and being consistent in expectations. Teachers use the following behavior management techniques as appropriate: ignoring, positive correction, physical redirection, removal from the immediate situation, and time-out.									
	2.									
	1. Appropriate behavior management techniques are not utilized.									

FIGURE 2
PEECH Needs Assessment *(Excerpts)*

Name: _____

Position: _____

Date: _____

Pre Post (circle one)

The needs assessment identifies the competencies within each of the components of the PEECH Model. Completing it will fulfill a twofold purpose. First, it will give you an opportunity to participate in the planning of PEECH training and will help ensure that the training is appropriate and beneficial to you. Secondly, it will assist the PEECH staff in evaluating the technical assistance and training we provide over the year.

In order to do this, the needs assessment will be completed prior to training to identify potential training areas and following training to determine professional growth. Please circle the rating that you feel best represents your present level of competence.

The ratings Competent and Highly Competent are defined as follows:

Competent—You presently demonstrate knowledge of or ability in this competency by implementing it in your classroom or by describing how it operates in your program. You require little or no training in order to implement this competency.

Highly Competent—You presently demonstrate knowledge of or ability in this competency by implementing it in your classroom or by describing how it operates in your program. In addition, you are able to teach or interpret it to others by giving a workshop, by observing others and giving feedback, by demonstrating it to others, and/or by preparing written materials to train others.

SCHEDULING

Component 3: Staff plan a daily schedule so that individualized programming may be implemented effectively through large group, small group and one-to-one activities.

COMPETENCIES	Highly competent		Competent		No skill or knowledge	Not applicable
1. Knowledge of rationale for and components of a PEECH classroom schedule (e.g., alternating small and large groups and active and passive roles for children; scheduling time for planning and evaluation; and allowing for individual teaching sessions and child selected activities).	5	4	3	2	1	0
2. Ability to develop a schedule which is appropriate for the individual needs of children in your classroom (attention spans and priority curriculum areas) and reflects the rationale and components of a PEECH classroom schedule.	5	4	3	2	1	0
3. Ability to determine when change in the daily schedule is appropriate both on a daily and long-term basis.	5	4	3	2	1	0

FIGURE 2
(Continued)

BEHAVIOR MANAGEMENT

Component 12: Procedures that create a positive affective environment and that include appropriate behavior management techniques.

COMPETENCIES	Highly competent		Competent		No skill or knowledge	Not applicable
1. Knowledge of the basic techniques which promote desirable behavior in the PEECH classroom.	5	4	3	2	1	0
2. Ability to establish an environment that promotes appropriate behavior by: a) planning activities that will acquaint children with classroom rules and procedures. b) setting realistic expectations and limits for children's behavior.	5	4	3	2	1	0
3. Knowledge of four techniques for providing positive feedback to children concerning their behavior: direct verbal praise, indirect verbal praise, physical reinforcement, and demonstration of enthusiasm for child's accomplishments.	5	4	3	2	1	0
4. Ability to positively reinforce desired behavior in a consistent manner.	5	4	3	2	1	0
5. Ability to utilize a series of alternative techniques for dealing with inappropriate behavior that ranges from the least restrictive to most restrictive: a) ignore b) positive correction c) physical direction and choice d) follow-through e) removal from the immediate situation f) timeout	5	4	3	2	1	0
6. Ability to create opportunities for children to develop self-discipline.	5	4	3	2	1	0
7. Ability to employ "logical consequences" to help children understand and gain in responsibility for their own behavior.	5	4	3	2	1	0
8. Ability to develop opportunities for increasing positive self-concepts in children.	5	4	3	2	1	0

4 Coordination

An important task for all outreach projects is to coordinate their efforts with those of State Education Agencies (SEAs) and other state-level agencies as appropriate. Such coordination facilitates the delivery of the highest quality of services for young children and their families. But this type of coordination is often difficult to achieve for a variety of reasons, including the diverse roles and responsibilities of outreach projects and the state agencies. For this reason, the topic of coordination between outreach projects and SEAs was addressed at the 1980 Outreach Project Directors' Conference.

This section has three parts. First, excerpts from a speech by Jo Bunce from the Virginia Department of Education provide an overview of the coordination efforts between the Virginia Department of Education and outreach projects in Virginia. The second section is a synthesis of similar information provided by five coordinators of State Implementation Grants (SIGs). Third, a set of coordination guidelines is presented by Linda Espinosa, Early Childhood Coordinator for the Washington State Education Agency. It is important to note that no one set of procedures or principles will fit every SEA and each outreach project must individualize efforts for its SEAs. However, the information presented will provide some guidance in initiating and/or maintaining coordination efforts with the agencies.

Coordination with State Departments of Education

Jo Bunce
State Department of Education
Richmond, Virginia

In most states, the State Department of Education is the key agency for coordinating efforts in early education of the handicapped. In sharing my ideas about communicating with state departments of education or other state-level people, I feel it is important to offer my perspective as a state person and describe, in very general terms, a state person's role and functions. I believe this approach may be more useful than providing you with a general list of "do's and don'ts" for working with state departments. Thus, I will attempt to provide an overview of state-level coordination, including examples of the kinds of activities you can undertake when attempting to work with states and tips on how to make your efforts more successful. And finally, I'll present a few ideas I have about working effectively with consortia, because this is another important area for coordination.

Working in an SEA has given me a unique and interesting vantage point from which to look at a state's role in providing services to children and families. State department people care about children, and are very interested in providing high quality programs for children and their families. But they also experience a number of constraints. For example, state-level staff positions are changing. At one time, state people functioned mainly as program consultants to their projects and school divisions. They conducted inservice training in the field and worked with the school divisions on an individual basis. As services for children have expanded and as the requirements from state and federal government have changed, however, state roles have changed. Today, state staff are not only involved in providing technical assistance, but also in program monitoring and compliance. Frequently, state staff find themselves working on tasks other than those they might have originally been hired to do.

I'm not saying "Feel sorry for us, our jobs are so big," but rather trying to explain why it is sometimes difficult for us to respond appropriately to all the requests for assistance we receive. If you don't get the kind of response that you expect from a state, or don't see initiative coming from a state, it may not be due to lack of interest. Maybe it is just a situation where a number of other priorities are coming first, and the state-level person is forced to work on those and can

Excerpts from a speech delivered at the Outreach Directors' Conference, Reston, Virginia, September 1980.

only "chip away" at requests such as yours in the area of early childhood. Most state people recognize that there is a need for the Office of Special Education (OSE) projects and that these programs need state-level support. SEAs need OSE projects because of the expertise they can provide to a state; HCEEP projects can help SEAs get other programs started and increase their effectiveness. But projects also need SEAs to help pave their way in a state. Because SEA staff know the local people and some of the problems they are facing, they can facilitate your efforts in many situations.

In preparation for this talk, I contacted about five or six of my counterparts in other states, and asked, "If you had to give some advice to this group of people, what kinds of things would you recommend doing before going in to a state? What kinds of things would you never do?" And I found that there weren't as many "never dos" as I expected, because the people I talked with have had very good experiences with a number of you on many occasions. But there were some things these people felt ought to be emphasized.

Communication is most important. For example, when an outreach project comes into a state to work with a training/replication site, outreach staff should inform the state people that they will be working with the group. (Most of the comments made in this part of my talk have to do with training/replication.) This may seem to be a simple procedure, but it is very helpful for SEAs to know where a project is going to be, when a project is going to be there, if a project is developing a replication site, or if a project is providing some technical assistance for a program that is already in existence. Has the project found new children? Are increased numbers of children being served?

Sending background information about your outreach project to the SEA is a good way to initiate this type of communication. Informing the state person about your project philosophy might help you from the onset avoid some of the misunderstandings that can occur. For instance, an outreach project may support non-categorical kinds of instruction or placement for children, but be in a state that is very categorically organized (and many SEAs are). Local people sometimes do not realize that they have a responsibility to insure compliance with state regulations. They feel that an "expert" is coming who will tell them how to do something, and they don't realize that the program model has to be consistent with their state's plan and with their state's regulations. This is where outreach project staff can help local staff a great deal and where the SEA person can help out, if he or she knows about your program's philosophy and goals.

Another thing that state-level people usually are very interested in is project procedures for child identification, assessment and placement, because these types of procedures are not always spelled out in detail. Do your child-find procedures fit in with those of the state? Are your assessment procedures the same and if not are the local people aware of the discrepancies? For instance, if your project does not use a multi-disciplinary approach to evaluation, a locality needs to know that, because in many states this is a required procedure.

Many people like to think they are experts on P.L. 94-142. But it is important to be familiar with a particular state's regulations, too. By giving the state person the option of looking at what your project is doing, you will be able to identify

conflicts and make the necessary modifications to be in line with state regulations. The important thing to remember is that localities *do* have to comply with state as well as federal regulations. The state interprets and develops the state plan, which is based on federal regulations. So it is crucial that the localities understand and know when there is a variance between state and federal law.

Other regulations may vary from state to state, such as certification of personnel. Maybe your outreach program uses non-certified personnel, and that may be perfectly appropriate for your program. But you may be entering a state where this procedure is not allowed. Then you have to deal with this issue with the locality, and perhaps even with the SEA person. It might be possible, in such an instance, to work something out on an experimental basis. These are the kinds of necessary communications my counterparts in other states have mentioned to me. Another example is caseload. Some states establish caseloads; some don't. Maybe your outreach project is able to handle a teacher-pupil ratio of, say, 1 to 20. But here in Virginia, for example, an official caseload is established at 1 to 12. If a locality in Virginia were to start using a 1 to 20 ratio they would soon find themselves in conflict with state regulations.

It is also important to maintain your communication links with state-level people when you enter your replication phase. One of my colleagues in a state department of education was told me about a situation in which one of the HCEEP outreach projects was working with one of the state's school divisions. The school division complained that the outreach project did not understand local and state rules and regulations. The school division, however, had misinterpreted the state's regulations. Consequently, the state-level person acted as a mediator, bringing the two groups together to work out their differences.

It is also helpful for state-level persons to know in what ways projects are successful. If the state person knows that good things are happening at a site, he or she can pass that information along to other groups. In fact, state-level staff are more and more becoming coordinators of technical assistance rather than providers. And if the SEA person can see that a project is working somewhere and knows that another community has "x" needs, then the SEA person can contact that project and say, "Hey, here is another community that has some very similar needs to the one you are working with and could benefit from the neat things that you're doing. Do you think that there is any chance that you could hook up with this community?"

It was also suggested to me that it is important for outreach projects to be willing to accept the notion of local agency adaptation of a project. Sometimes a group can't buy your project package *in toto*. Therefore, you and your staff must decide how much of the program can be modified and still retain its integrity. If you listen with a careful ear to decide if there is any way to modify your activities so that the best interests of the locality are met, your project may be more successful.

I have just a few words about consortia: "Take the initiative!" State-level people spend a significant amount of time at their meetings discussing how state

people can develop consortia, how they can be useful, what they can do. But, speaking from a personal basis now, we would not have progressed as far as we have here in Virginia without the initiative of the projects, who said, "We want to do something together." Again, this relates back to my earlier comments about shifting roles and priorities at the state level. State people, because of the numbers of pressures and the priorities with which they must deal, can't always take the initiative, even when they think something is a super idea. If projects can get together with other people in a state, come up with an idea, bring it to the attention of the SEA, and request SEA involvement and participation (particularly in the beginning stage at some kind of planning level), the group will have more impact and be more successful in gaining SEA support and assistance. I don't know how many of you are still not involved in consortia; I won't spend too much time on this topic because I'm assuming most of you are involved in such efforts. But, if you are not, think about taking the initiative. The consortium has made a world of difference in Virginia. If I did not have the opportunity to meet with this group as often as I do, I would not be as aware of what they are doing and wouldn't be able to tap into their resources. As an SEA person, I am always calling on people saying, "Hey, please help us out with a conference. We've got something coming up on infants; we really want your expertise." Consortia can be a tremendous source of communication.

In sum, while each state is a little bit different, SEAs have a lot more things in common than might be evident at first glance. SEA roles and functions are often similar across states, although particular geography and other site-specific factors may vary. Outreach projects that coordinate their efforts with SEAs will be most effective in meeting the needs of handicapped children and families. I encourage each of you to contact SEAs in the states in which you work.

Synthesis of Information on Coordination with State Education Agencies

Christine Bartlett (Maine SIG)
Linda Espinosa (Washington SIG)
Brian McNulty (Colorado SEA)
Nancy Obley (California SEA)
and Veronica Payer (Ohio SIG)

It is critically important for outreach projects to coordinate their efforts with State Education Agencies (SEAs) to fully realize their goal of stimulating increased high quality services to preschool handicapped children and their families. By working together, outreach projects and the State Education Agencies can eliminate unnecessary duplication and strengthen their efforts to achieve desired ends. While only one category of outreach activities is labeled "state involvement," *all* outreach activities should be coordinated with State Education Agencies in some meaningful way.

The following material is presented in two parts. First, principles for coordination are stated. These principles are the basis upon which the second part, general procedures, has been developed. Also, while the focus is on State Education Agencies, the same principles and general procedures might be used with other state-level agencies.

Principles

Outreach projects should keep several key principles in mind as they attempt coordination with SEAs. ***First, the outreach projects are the sellers and the SEAs are the purchasers.*** It is a purchasers' market and not every purchaser wishes to buy what each outreach project has to sell. It is important for an outreach project to take the initiative in developing lines of coordination with SEAs and to share information in a format meaningful to them. One result of this principle may be that outreach projects develop "matches" with some SEAs and not with others. Outreach projects must coordinate with the SEA in their state, but not every outreach project needs to be active in every state.

Second, while there are a number of commonalities among SEAs, each SEA is unique and complex. Each SEA has been developed to meet state needs and in response to state administrative structures. SEAs have differing

This synthesis of the information provided by the authors was developed by William W. Swan.

organizational structures and lines of authority and place different emphases on early childhood education for the handicapped. Consequently, an outreach project must work with an SEA on an individual basis to determine the most effective ways in which to proceed in a particular state.

Third, most SEA persons assigned to preschool or early childhood education have a variety of responsibilities in addition to the preschool assignment. The SEA person's primary role may not be in early childhood/special education, but may instead relate to all federal programs. Each SEA person has very limited time, as does each outreach project person; thus, outreach project efforts must be as effective and efficient as possible. For instance, phone and letter communication should be precise and to the point rather than generally descriptive.

Fourth, outreach projects coordinate with their own SEA in different ways than they may coordinate with SEAs in other states. This coordination ranges from the need to vary awareness strategies to the provision of direct outreach assistance for replication.

Fifth, SEAs can facilitate contacts between outeach projects and Local Education Agencies (LEAs), acting as "turnkeys," to strengthen the effectiveness of the outreach project and the LEA in meeting the needs of children and their families.

Sixth, both SEAs and outreach projects want to coordinate with each other. Both SEAs and outreach projects are interested in providing high quality services to groups of preschool handicapped children. And both SEAs and outreach projects want to cooperate to achieve this goal. Effective coordination of SEA and outreach project efforts requires communication and sharing. One way to initiate coordination can be to set up a meeting to discuss goals and objectives between an outreach project and an SEA to determine the commonalities of both efforts.

General Procedures

Based on these principles, there are several sets of generic procedures which can be used to initiate and maintain coordination with the SEAs.

First, it is critical to identify the appropriate contact person in the SEA. This might be the SIG Coordinator, the Coordinator of the Preschool Incentive Grant, the Early Childhood Consultant, the Title IV-D Coordinator, or some similar person. Not all SEAs have a particular position for early childhood/special education. However, almost all SEAs have designated some person as the Preschool Incentive Grant Coordinator, as indicated in Appendix B. Often the contact person will be the SIG Coordinator.

Second, subsequent to identifying the contact person, send a one-page letter to that person indicating your intent to call and discuss how your outreach efforts relate to the SEA's efforts. The letter should be brief and to the point and a project might append additional materials as appropriate. However, the purpose of this letter is to indicate the intent to make a personal contact by phone.

Third, call the SEA contact person. The following information should be shared during this call:

- Identify yourself and your project and briefly review the major goals of your outreach efforts. Provide a clear statement of what you have to offer to the SEA and what you are requesting from the SEA. Provide information on the previous working relationships you have had with staff of other State Implementation Grants, SEAs and other state-level agencies/persons in education, (for example, state facilitators in the National Diffusion Network). Listen to what the SEA contact person says about SEA goals and objectives. The purpose of the call is to begin to build a working relationship. This can only be accomplished if both parties are interested in coordination.
- Next, if there is enough time in one call, try to determine how your outreach project can fit into SEA efforts in terms of meeting the requirements of state regulations and procedures, funding patterns, certification, other state or local requirements, P.L. 94-142, the Preschool Incentive Grants, the State Implementation Grant. This step may require more time and review of materials than is possible by phone and completion of the step will vary depending on the complexity of the goals and objectives of both the outreach project and the SEA efforts. It may therefore require some exchange of information and subsequent phone calls. In terms of completing this initial contact step, the outreach project representative and the SEA contact person should determine if it is reasonable to work together to develop a plan of action, if it is reasonable to continue the contact, and if so, how that contact should be maintained.

Fourth, follow-up the phone call either by providing information to the state as discussed by phone and/or by writing a letter stating your interpretation of the results of the conversation. It is important to clarify the expectations on both sides at this point before proceeding further. A letter containing the information suggested above can serve as a means to continue the coordination. If another phone call is needed to review information, it should be made at this point and then followed by another letter.

Fifth, plan to meet with the SEA contact person at the SEA offices to begin to coordinate efforts with the SEA. This meeting might involve others from the SEA and representatives of other agencies/projects invited by the SEA. If the coordination effort focuses on all the outreach projects in a given state, it might be appropriate to have all outreach projects meet simultaneously to plan cooperatively and avoid unnecessary duplication of activities. At this time, the actions of the outreach project and the SEA might be reviewed to determine if there is mutual agreement on what has been expressed by phone and letter prior to the implementation of major activities. It is at this point as well that the SEA can provide valuable information concerning which LEAs might appropriately use components of given models to serve preschool handicapped children and their families. This type of guidance can save an outreach project innumerable hours of trying to identify the most appropriate replication sites for models.

Sixth, as the coordination efforts are implemented, you should maintain periodic contact with the SEA representative. Particular successes or problems should be shared as quickly as possible to highlight

effectiveness or resolve difficulties as early as possible. For example, it might be appropriate for an outreach project to arrange to contact an SEA once each month by phone (more often if significant successes or problems emerge) and provide a periodic one-page written synopsis of outreach project activities in the state. Further, an outreach project might notify the SEA contact whenever a major activity is scheduled in order to provide an opportunity for SEA participation and to keep the SEA contact person aware of efforts in the field.

Finally, develop a plan for evaluating the effectiveness of the coordination effort. The plan may consist of a meeting at the end of the year to discuss strengths and weaknesses or it may be more sophisticated and include the review of child progress data at replication sites. However, planning for some evaluation will provide an opportunity for the outreach project and the SEA contact person to assess their efforts and determine if they wish to continue the next year, assuming that funding is available.

Conclusion

These principles and general procedures should be considered as a means to guide outreach project efforts in coordinating with SEAs. The above discussion is not intended as an exhaustive analysis of the topic of coordination with SEAs but rather a synthesis of those activities which seem to have been effective with some SEAs in the past few years. Any coordination effort between an outreach project and an SEA will require significant sharing and planning on both sides. Each outreach project is as unique as each SEA. But, by coordinating efforts, both groups can maximize their potential for providing the highest quality of services to preschool handicapped children and their families.

Coordination Strategies

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Early Childhood Coordinator
Washington State Education Agency

As a member of a State Education Agency responsible for the supervision of early childhood education programs, I would like to offer the following strategies for increasing/improving coordination between SEA and HCEEP outreach projects. One obvious activity for new outreach (or demonstration) projects is to establish formal communication with the appropriate state agency personnel. This can be accomplished in a variety of ways: phone calls, letters, and/or regularly scheduled meetings. It is important to establish name and face familiarity with the state education staff beyond just requesting a letter of support in the grant application. The outreach projects represent a pool of talent and expertise that is a valuable resource within each state. By becoming familiar with you and knowledgeable about the activities of your project, the SEA will be able to include your contributions when formulating early childhood policies and procedures. Your participation on special education advisory councils, early childhood task forces and/or other early childhood consortia will further guarantee that your experience and expertise will be utilized by the SEA. In order to participate in these activities, it is important that you be put on the appropriate mailing lists and that the communication be frequent and ongoing.

Knowledge of State Rules and Regulations

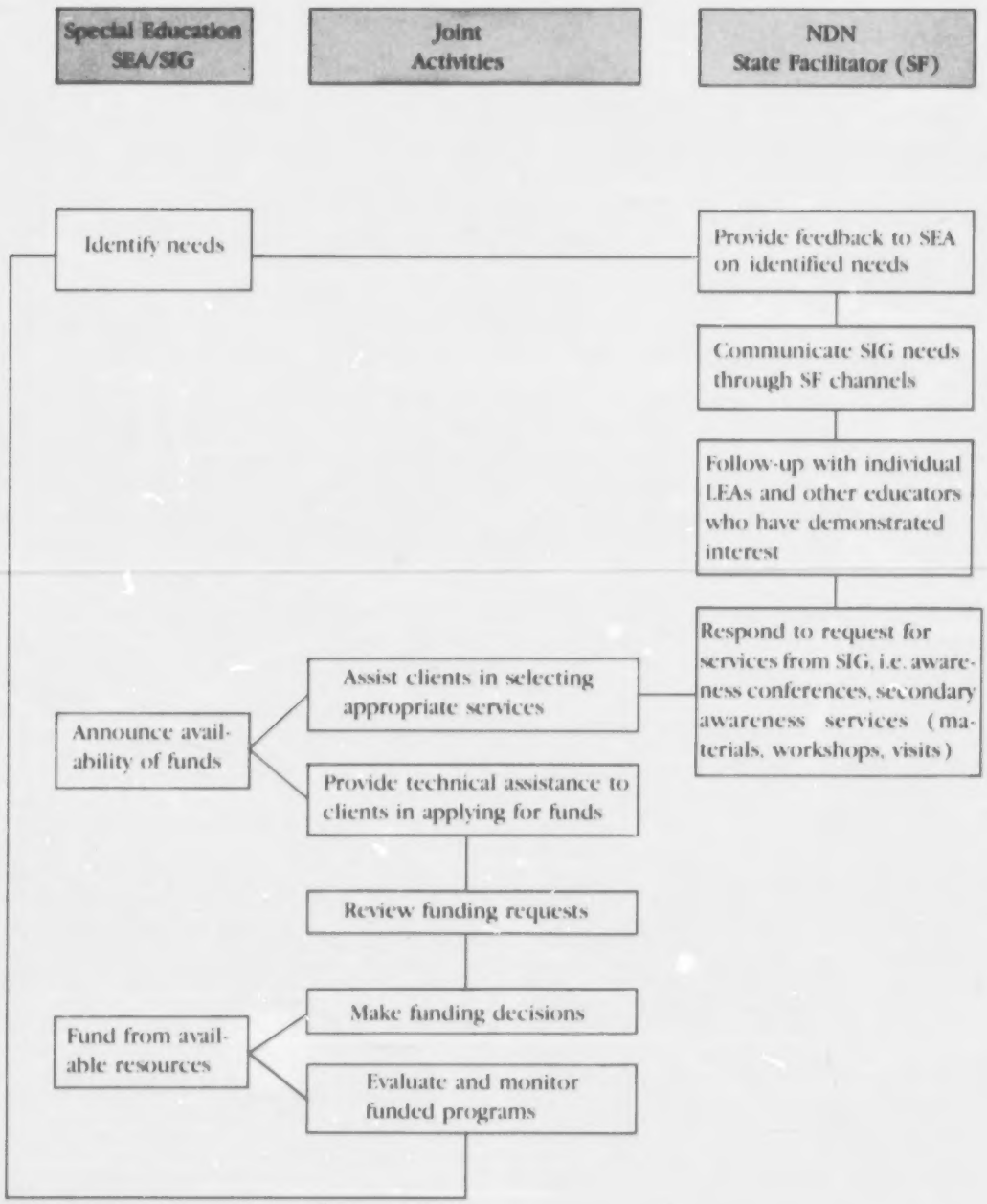
Each SEA has a written administrative code which governs the special education programs within each state. It is extremely important for you and your staff to be knowledgeable about the contents of those regulations. Each state has differing eligibility criteria, preschool program standards, certification requirements and fiscal constraints. In order for any federally funded project to work effectively with public school programs, they must be familiar with the regulations and requirements under which the school districts operate. In this way, you can avoid making programmatic recommendations that may be inappropriate or even illegal in a given state.

Use of Existing State/Federal Resources

It should be helpful to investigate the kinds of state and federal support available within each state for your project activities. It is highly likely that you may be able

to coordinate funding for some training, dissemination or other outreach activities. For instance, in the state of Washington we set aside a portion of our Preschool Incentive Grant to fund JDRP-approved early childhood special education projects. Figure 1 illustrates a schematic model that represents the flow of activities that are shared jointly to implement the NDN/SEA coordination. While this schematic focuses on the NDN, it can be generalized to other state-level agencies.

FIGURE 1
Washington Model for Coordination Between SEAs and NDN


Special Education SEA/SIG
Joint Activities
NDN State Facilitator (SF)
Identify needs
Provide feedback to SEA on identified needs
Communicate SIG needs through SF channels
Follow-up with individual LEAs and other educators who have demonstrated interest
Respond to request for services from SIG, i.e. awareness conferences, secondary awareness services (materials, workshops, visits)
Assist clients in selecting appropriate services
Announce availability of funds
Provide technical assistance to clients in applying for funds
Review funding requests
Make funding decisions
Fund from available resources
Evaluate and monitor funded programs

5

Revised Indicators of Impact

One of the major purposes of the 1977 Outreach Project Directors' Conference was to develop a sample set of indicators of impact in each of the six outreach activity areas. This task, a joint professional effort, was accomplished by outreach project directors and OSE staff. One of the major purposes of the 1980 Outreach Project Directors' Conference was to bring directors and OSE staff together again to review and revise these impact indicators. In this section, the principles upon which these refinements were made are explained and the results of this more recent joint effort are presented.

Revised Indicators of Impact for HCEEP Outreach Activities

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The six sets of indicators developed during the 1977 Outreach Project Directors' Conference[1] were designed with an emphasis on summative evaluation (products and results) for three reasons: (1) a need for a consistent framework within which to aggregate data across outreach projects; (2) the need to complement a variety of qualitative information on outreach efforts; and (3) the need to provide more detailed evidence of the progress made in achieving the goals of outreach.

Refinement of the indicators could only occur after the initial set was used in the field for a sufficient time by outreach projects. Two years was considered a reasonable time period for field testing and the 1980 Outreach Project Directors' Conference agenda included both a review of the 1977 indicators as used with 1979-80 annual report data and the refinement of these indicators for use in 1980-81. Refinements and revisions are based on individual project critiques, small group analyses and discussions, and a resultant synthesis of this information.

Principles Upon Which Refinements Were Based

Five principles were used to assist outreach project directors and OSE staff in completing these refinements in a systematic and effective manner.

First, indicators of impact areas should be clearly and concisely defined. Without such clarity, reliable and valid data can not be obtained from individual projects and data can not be aggregated across projects.

Second, the smallest number of indicators possible should be used for each outreach activity to minimize the effort to collect and display the data.

Third, the indicators should focus on quantity. Most outreach project models and components have a variety of qualitative data outputs; but collecting

[1]Swan, W. W. (Ed.). *HCEEP outreach: Selected readings.* Washington, D. C.: Thomas Buffington and Associates, Inc., 1978. (ERIC ED 175 224; EC 120 259)

qualitative data requires significant judgment and interpretation which often reduces the reliability and validity of the information. Qualitative data should be reported project-by-project rather than across projects, and should be contained in projects' progress reports. Such qualitative data for a project would include assessments of model fidelity and interpretations of child progress data.

Fourth, impact indicators should focus on summative impacts rather than process results, because the emphasis is on documenting project efforts in achieving outreach goals—not on the means of achieving these goals. The particular combination of outreach activities used by a project is unique and depends on the particular outreach model, target audiences, model components, skills of staff, and similar variables.

Fifth, each indicator should be mutually exclusive from the others (data should be used only once) and the set should be as exhaustive as possible (as much should be measured as possible). While there will always be unanticipated results and spinoffs, the indicators must focus on the commonalities across projects and not project uniqueness.

Refined Indicators of Impact

Each set of impact indicators was reviewed and definitions discussed by outreach project directors and OSE staff in small groups during the 1980 conference. Directors shared their experiences in using the impact indicators to gather 1979-80 data and 1980-81 data. Significant difficulties in using many of the indicators were reported, and these indicators have been omitted from the present set.

Awareness. Figure 1 contains the revised indicators for the area of awareness. The purpose of awareness activities is to provide information to others to increase awareness of the needs of and programs for handicapped preschoolers and their families. The original four indicators were reduced to two and these two were refined. The indicators are self-explanatory.

Product development and distribution. Figure 2 contains the revised indicators for this outreach activity area. The purpose of product development/distribution is to develop new products and/or field test and revise existing products/model information and to distribute such products and information to others. The sample activities were maintained. Only one of the original four indicators remains, however; the other three were eliminated because of vagueness in definition and extreme difficulty in data collection. Two new indicators have been added, focusing on print and audio-visual materials. Indicators for this activity area *exclude* data on awareness activities such as one-page flyers and brochures and data on site stimulation or training activities (consistent with the principle of mutual exclusivity).

Stimulating sites. Figure 3 contains the refinements for the area of stimulating sites. The purpose of stimulating sites is to assist other agencies in providing high quality services to preschool handicapped children and their families by using at least the services to children/services to families components of the demonstration site. By definition, a replication site is a fiscal agent using the minimum model components. In terms of sample activities, it is

important to note that only training activities of an in-depth nature (more than three training events, lasting a total of six or more days) may be included here. These criteria were determined by estimating the minimum time necessary to utilize the services to children/services to parents components at a minimum level of fidelity.

Only two of the five original indicators of impact remain. The first indicator focuses on reporting data about demonstration/continuation activities at the HCEEP demonstration site. These data do indicate impact and the necessary data can be gathered from tables that are part of outreach projects' standard progress reporting form. The second indicator is composed of nine descriptors for sites utilizing the minimal model components. Figure 3A provides a format for summarizing these descriptors by replication site. These impact indicators are the most critical of all because they can provide the most direct and objective data in terms of number of sites, amount(s) and source(s) of funding, number of children served, and whether the services are new or previously provided. Each of these information areas can be verified as an integral part of on-site assistance provided by the outreach project.

Training. Figure 4 summarizes the refined indicators for the area of training. The purpose of training activities is to teach others to master the competencies necessary to use selected model components. This area does *not* include training others in competencies needed to use the services to children/services to parents components for replication sites; these data are included in the "stimulating sites" area previously described. Training as defined for this category consists of three or fewer contacts, for less than six days in duration, covering model components other than those necessary to replicate the model (see site stimulation). The number of indicators has been reduced from the original five to three.

State involvement and coordination. Figure 5 presents the refinements of the indicators of impact for this area. The purpose of state involvement and coordination is to provide assistance to State Departments of Education and other appropriate state agencies to support state efforts in early childhood education for the handicapped. Major refinements have been made in the ten indicators for this area of outreach activity. The original ten indicators have been reduced to four and these four have been significantly revised. In particular, two of the indicators now include the term "recognized assistance" to clarify relationships with the State Department of Education or other state agencies. The specification of indicators in this area remains difficult because the activity itself is complex, often combining the roles of advocacy and support. Hopefully, the revisions in the indicators will provide for more consistent documentation of the impact of these varied activities.

Other specific consultation. Figure 6 provides a summary of the refinement of the indicators of impact for other consultative activities not included in the previous five activity areas. This is by definition a "catch-all" category so it is necessarily vague. While the original attempt was to specify a variety of impact indicators, the more reasonable approach is to reduce the number of indicators to emphasize those that are most generic. The original ten indicators have been reduced to three.

Summary

The original 44 indicators for the six outreach activities have been reduced to 17, many of which are significantly more precise than in their original form. Each category has been defined with more precision, and divisions among the categories have been clarified by providing rules for recording data. Principles of mutual exclusivity and exhaustiveness have been followed, and the indicators do provide a means of obtaining a set of summative measures which can be aggregated across projects. The major summative indicator of impact is of course increased high quality services to preschool handicapped children and their families, and most of the outreach activities do include an indicator that focuses on this impact.

These indicators are based on the *commonalities* among outreach projects. Many outreach projects may have impacts which are not included in this set. But all the impacts of a particular project should be documented in the annual progress report which provides a comprehensive statement of all project activities. (These unique project data can also include qualitative indicators of impact.) It is important to recognize the broader perspective of the refined impact indicators. They are *not* designed to report the results of each outreach project *per se* and they are *not* designed to represent required output. They *are* designed to be used to aggregate data within and across projects, thereby providing a summative statement of the impact of projects in the six areas of outreach activities. Selected combinations of these indicators may be used to meet the informational needs of various target audiences.

FIGURE 1
Awareness: To provide information to others to increase awareness of needs and programs for handicapped preschoolers and their families

Sample Activities	Revised Indicators of Impact
Advertising/promotional: • mass mailings • journal articles • convention/conference presentations • university seminars • public media • newsletters • exhibits • materials dissemination Demonstration Conference/workshops-discrete	Number persons requesting additional materials/information by phone/letter Number persons visiting demonstration site

FIGURE 2
Product development/distribution: To develop new products[1] and/or field test and revise existing products/model component information and to distribute such products to others

Sample Activities	Revised Indicators of Impact
Materials revisions Field testing materials New materials development Distribution of materials • publications • handbooks • curriculum guides	Number of print publications and number distributed Number of audiovisual materials and number of times shown (with number of viewers if possible) Number of children receiving new/improved services via use of selected materials/items of model components

[1]Does not include awareness materials such as one-page flyers/brochures. Does include manuals, curriculum guides, etc.

FIGURE 3

Stimulating sites: To assist other agencies to provide high quality services to preschool handicapped children and their families by use of at least the services to children/services to families components of the demonstration model (a replication site is a fiscal agent using the model components)

Sample Activities	Revised Indicators of Impact
Program planning: • needs assessment • budget/funding sources • staff selection • physical facility • proposal writing assistance Staff training • preservice and inservice • in-depth and continuing (more than three contacts *and* six days) • competencies in using services to children/services to parents and other components as appropriate Evaluation and feedback	Information available from tables 1A, 1B, 1C, 1D in annual progress report on demonstration/continuation site Information by replication site[1]: • contact person, agency, address, phone number • number of staff (and type of staff) allocated to site for particular use of model • amount(s) and source(s) of funding • model components utilized with or without adaptation • number of preschool handicapped children (and their families) served by age range and handicapping condition • number of classrooms using model components • child progress data based on use of services to children component • new services not previously supported • improved services at existing program

[1]See Figure 5A for sample format for this information.

FIGURE 4

Training: To teach others competencies to use selected model components (does not include competencies in services to children/services to parents components for replication sites)

Sample Activities	Revised Indicators of Impact
Short-term workshops/training (three or *fewer* contacts *and* less than six days)	Number of college/university training programs incorporating model components
Working with college/university training programs (e.g., practicum/internship experiences)	Number of handicapped children receiving improved services by number of persons reaching criterion training
	Amount and source(s) funding provided by others to support training experiences

FIGURE 3A
Description of Demonstration/Continuation and Replication/Model Utilization Sites

Name of contact person; name, address, phone number of agency	Number of full and part time staff	Amount(s) and source(s) of funding	Model components used with (') and without adaptation	Number of children served by age range and handicapping condition	Child progress data contained in table (yes/no)	New services not previously supported (yes/no)	Improved service at existing program (yes/no)	Number of classrooms using model components

FIGURE 5

State involvement/coordination: To provide assistance to the State Department(s) of Education and other appropriate state agencies to support state efforts in early education for the handicapped

Sample Activities	Revised Indicators of Impact
Communication networks (e.g., referrals)	Recognized assistance in developing or amending state plans, state policies, or legislation
Linking sources together	Recognized assistance in supporting new positions/structure for early childhood within State Department of Education or other state agencies
Early childhood state plans development assistance	Number of publications developed and number distributed with project's assistance in program guidelines, license or certification, etc.
Consortia participation	Demonstrated effectiveness in meeting various consortium objectives (e.g., referral networks)
Advisory board participation	
Assistance in reviewing legislation	

FIGURE 6

Other specific consultation: To provide assistance/consultation (not included in other five categories)

Sample Activities	Revised Indicators of Impact
Support services	Number of children served with increased high quality services (e.g., accurate results in screening/diagnostic procedures and subsequent direct services)
General consultation with other agencies	Number of persons receiving information on sources of funding, writing proposals, and receiving funding
	Cost-benefit considerations and analyses

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Appendix B
State Directors of Special Education, Preschool Incentive Grant Directors[1] and HCEEP State Implementation Grant Directors, 1979-80

State or Territory	State Director of Special Education	Preschool Incentive Grant Program Contact	HCEEP State Implementation Grant Director or Coordinator
ALABAMA	Patricia McLaney, State Director Exceptional Children & Youth State Department of Education 168 State Office Building Montgomery, AL 36104 (205) 832-3230	Sue Akers State Department of Education Exceptional Children and Youth Part B, EHA Incentive Grant Montgomery, AL 36104	Bill Ward, SIG Director Sue Akers, SIG Coordinator Alabama State Department of Education State Office Building, Room 483
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ARKANSAS	Larry Rogers, State Director Division of Instructional Services State Department of Education Arch Ford Education Building Little Rock, AR 72201 (501) 371-2161	Larry Stang Department of Education Special Education Section Part B, EHA Incentive Grant State Education Building Little Rock, AR 72201	
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COLORADO	Peter Fanning, State Director Pupil Services Unit State Department of Education State Office Building 201 East Colfax Denver, CO 80203 (303) 839-2727	Brian McNulty State Department of Education Pupil Personnel Unit Part B, EHA Incentive Grant State Office Building Denver, CO 80203	
CONNECTICUT	Tom Gillung, State Director Bureau of Pupil Personnel & Special Educational Services State Department of Education P.O. Box 2219 Hartford, CT 06115 (203) 566-4383	Virginia Guldager Connecticut State Board of Education Part B, EHA Incentive Grant P.O. Box 2219 Hartford, CT 06115	Virginia Guldager, SIG Director

[1] From McCutchen, N., & Hunt, J. (Eds.). *Understanding new clients; special education.* San Francisco, CA: Materials/Support Center, Far West Laboratory, 1980. (pp 16-21)

State or Territory	State Director of Special Education	Preschool Incentive Grant Program Contact	HCEEP State Implementation Grant Director or Coordinator
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DISTRICT OF COLUMBIA	Doris A. Woodson, State Director Division of Special Educational Programs State Department of Education 415 12th Street, N.W. Washington, DC 20004 (202) 724-4018	Robbie King Department of Education Division of Special Educational Programs Part B, EHA Incentive Grant Presidential Building, Suite 602 415 12th Street, N.W. Washington, DC 20004	Doris A. Woodson, SIG Director
	Charles Cordova, State Director Bureau of Indian Affairs Department of the Interior Special Education Division 1951 Constitution Avenue, N.W. Washington, DC 20245 (202) 343-5517	Noel Malone Bureau of Indian Affairs Division of Continuing Education Part B, EHA Incentive Grant 1951 Constitution Avenue, N.W. Washington, DC 20245	
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GEORGIA	Arthur E. Bilyeu, State Director Program for Exceptional Child Department of Education State Office Building Atlanta, GA 30334 (404) 656-2678	Richie Snowden State Department of Education Special Education Projects Part B, EHA Incentive Grant Atlanta, GA 30334	Richie Snowden, SIG Director
HAWAII	Miles S. Kawatachi, State Director Special Needs Branch State Department of Education Box 2360 Honolulu, HI 96804 (808) 548-6923	Verna Lee State Department of Education Part B, EHA Incentive Grant 1270 Queen Emma Street, Room 805 Honolulu, HI 96813	
IDAHO	Martha Noffsinger, State Director Special Education Division State Department of Education Len Jordan Building Boise, ID 83720 (208) 334-3940	Judy Schrag, State Director Special Education Division State Department of Education Len Jordan Building Boise, ID 83720	
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INDIANA	Gilbert A. Bliton, State Director Division of Special Education Department of Public Instruction 229 State House Indianapolis, IN 46204 (317) 927-0216	Hazel Binder Department of Public Instruction Division of Special Education Part B, EHA Incentive Grant 120 West Market, 10th Floor Indianapolis, IN 46204	

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LOUISIANA	Henry Smith, State Director Special Educational Services State Department of Education Capitol Station P.O. Box 44064 Baton Rouge, LA 70804 (504) 342-3631	Joyce Kilshaw State Department of Public Education Special Educational Services Part B, EHA Incentive Grant Capitol Station, P.O. Box 44064 Baton Rouge, LA 70804	Henry Smith, SIG Director
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NEW MEXICO	Ellie S. Gutierrez, State Director Division of Special Education State Department of Education 300 Don Gaspar Avenue Santa Fe, NM 87503 (505) 827-2793	Ruth Fletcher-Brown State Department of Education Federal Programs Handicapped Children Part B, EHA Incentive Grant State Education Building 300 Don Gaspar Avenue Santa Fe, NM 87503	

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